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ABSTRACT

International education is one of Minnesota's education priorities. This resource guide to materials dealing with the Soviet Union is intended to provide teachers with materials and guidance for preparing students for leadership and active citizenship in an increasingly international society. The introductory section provides statements by various people responsible for the creation of the guide as to its purpose. The bibliographies, which make up the bulk of the guide, are arranged according to the major elementary and secondary academic subjects. Each subject is introduced by a short essay intended to provide an academic framework for the bibliography. In selecting material for the guide, Minnesota educators were surveyed, recommended bibliographies and resource guides were examined, and key educators from other states were consulted. The bibliographies are divided into classroom materials for the student and resource and supplementary materials for the teacher. Listed are 47 items in history, 89 in government and foreign policy, 16 in economics, 68 in literature, 24 in the arts, 19 in geography, and 126 in general reference. Brief annotations are provided. The section on other resources lists various state and national organizations that offer programs or materials that might be of use as well as 23 Minnesota educators willing to answer other educators' questions. The section on curriculum models offers two lesson plans, one on glasnost, the other on perestroika. (JB)

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SOVIET STUDIES RESOURCE GUIDE

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A project of Honeywell and the Minnesota Department of Education

SOVIET STUDIES RESOURCE GUIDE

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ACKNOWLEDGEMENTS

INTRODUCTION

This Soviet Studies Resource Guide is a Minnesota-based project developed for Minnesota teachers with major contributions by Minnesota teachers and college and university educators. Over 100 individuals with special Soviet travel, study, or teaching experience were invited to recommend the resource materials they use most effectively in their classroom. [See Appendix A.]

The sponsors of the Soviet Studies Resource Guide -- Honeywell and the Minnesota Department of Education, in association with the Global Studies Resource Center and the International Relations Program, Augsburg College -- believe that Minnesota is an especially appropriate place to help students learn about the Soviet Union. Many of the state's businesses, government, and academic and cultural organizations have recently formed a number of practical working relationships with the Soviet Union. Honeywell and the Minnesota Department of Education, who have long worked together on international studies projects, believe that Minnesotans have an appetite for preparing our young people for active citizenship and leadership in our increasingly international society.

This guide puts in perspective the wealth of Soviet Studies initiatives that have emerged from individuals and organizations in and around Minnesota. Their efforts have significantly increased our understanding of the USSR and our ability to teach Minnesota students.

INTERNATIONAL STUDIES:
The Views of a Prominent Minnesota and Global Citizen

by Harlan Cleveland
Professor, Public Affairs
Hubert H. Humphrey Institute
University of Minnesota

The views of one prominent Minnesotan who has adopted Minnesota as his home base are particularly valuable here. Harlan Cleveland, a global citizen long before most people had heard of global citizens, is a former ambassador to NATO and former dean of the Hubert H. Humphrey Institute of Public Affairs. A writer on foreign policy issues, a professor, and Chairman of the Board of Global Perspectives in Education, Harlan explains our commitment to including a global perspective in the education of young people.

American schoolchildren are growing up international. Everything they do with their lives will affect, and be affected by, other people around the world -- half of whom, of course, are children too. It's getting harder every day to tell the difference between "abroad" and "at home."

So there isn't really any choice about providing a global perspective in American education. The only question is whether we will do it badly or do it well.

Doing it well means doing it at every opportunity, and there are opportunities in every classroom, every activity, at every hour of the day. Every subject taught in school -- including math and science and history and English and economics and sociology and citizenship -- is an occasion for introducing young people to a world that is round and fragile and fully packed.

Learning *about* what goes on in "foreign" societies, learning the history of wars and the contemporary threats to peace -- these are only the means. The goal is learning to think of diversity as interesting, as the plus-mark in human society. In a polycultural world, it is not just treating all people as sisters under the skin, but learning to value differences among people, that is the beginning of tolerance ... not just "all men are brothers," but "all brothers are different."

For Americans, learning about diversity should get easier all the time. We have always been a nation of immigrants, and still they come. (Jack Paar, no foreign policy expert, said it: "Immigration is the sincerest form of flattery.") In many schools today and most schools tomorrow, the first lesson in diversity can be to look around the classroom.

Besides, more and more American youngsters are going abroad while they are in school -- and whatever their motivation, they are honing their minds for U.S. citizenship in a global age. More and more youngsters from abroad are visiting American schools -- and colleges and graduates and professional programs. And whatever *their* motivation, they are also helping to hone young American minds for U.S. citizenship in a global age.

This booklet is about only one aspect, a very important one, of the world that is so much a part of us -- the changes in the Soviet Union and in U.S. relations with the Soviet government and people.

It's an exciting aspect. Just now is the most "open" moment in 40 years, in a relationship that has long been difficult and sometimes scary.

Soviet leaders -- Mikhail Gorbachev's name is the one we know, but of course there are many others -- are trying to reform their socialist system from within. They are opening their society to public feedback, experimenting with market incentives, and letting people speak up, run for local elections, and travel abroad. They are beginning to cut back their outsized armed forces. We have long wanted them to move in this direction, so this is good news. But we don't know whether the reformers will succeed. The Soviets have their problems and their hang-ups -- and so, of course, have we.

In this warmer climate of relations, even more than during the chilliest years of the Cold War, it's important that we American citizens, who make the policy for our government to carry out, try to understand the Soviet Union and U.S.-Soviet relations.

This change is already built into the future of world history. Whether it takes place through compromise and consent between open systems or through violence and war between secretive societies will depend partly, maybe largely, on the quality of our American education for life and work in an irretrievably international world.

MEETING THE CHALLENGE: A PUBLIC/PRIVATE PARTNERSHIP

by Ronald K. Speed
Vice President, Corporate Public Affairs
Honeywell

The challenge is before us: to educate ourselves and our children about the mosaic of cultures that surrounds and includes us. We and our partners, the Minnesota Department of Education, continue to work together with a special focus on the Soviet Union. Minnesotans have accepted the challenge at a policy-making level and within our public education system. The state's legislature has established a contemporary world problems requirement for high school graduates, and the Minnesota Department of Education has responded by initiating its "Minnesota in the World and the World in Minnesota" program. We applaud the department's commitment to global education and its 1989-90 focus on the Soviet Union.

We believe the department's Soviet focus is timely, for every day reveals history in the making between our two countries. The Soviet/U.S. summit talks, the INF Treaty, and Gorbachev's message to the United Nations are all signs of the changing face of our relationship with the Soviets. Changes within the Soviet Union in recent years have been some of the most significant in that land's history.

Minnesota teachers have demonstrated that they recognize the importance of these changes -- and that they want their students to understand them. Dozens of teachers have traveled to the Soviet Union to see firsthand the complex Soviet society in which so many social and economic changes are occurring; they participate in intensive academic workshops and conferences; and they seek out nontraditional methods of getting accurate information, since changes have happened -- and continue to happen -- with a velocity that conventional textbooks can't match. Organizations in Minnesota and nationwide have to keep pace by developing good resource materials -- but those materials are only accessible to those who know where to look. Unfortunately, many teachers have not had access to the most current information about Soviet Studies, an arena that's exploding with new developments.

This resource guide is a response to the challenge of our times. It is designed to introduce to educators a network of curricular possibilities, organizations, and teaching materials that are available right now. With the Minnesota Department of Education, Honeywell offers these resources as responses to the imperative of "growing up international".

MINNESOTA DEPARTMENT OF EDUCATION'S CONTEXT FOR A SOVIET STUDIES FOCUS: MINNESOTA IN THE WORLD AND THE WORLD IN MINNESOTA PROGRAM

by Ruth E. Randall
Commissioner
Minnesota Department of Education

"Minnesota in the World and the World in Minnesota" refers to the emerging movement within our schools to help all Minnesota citizens develop an international perspective. This international movement perspective includes an awareness of local and regional minorities and protected classes.

International education has been identified by Governor Rudy Perpich as one of Minnesota's education priorities. Our goal is that by the year 2000, all Minnesota high-school graduates will have received at least ten years of education that has been carefully integrated with a international perspective in social studies, language, language arts, music, art and other appropriate subjects.

The department's motivation for adopting such an ambitious goal is tied directly to its larger mission: preparing people for democratic participation. An education with an international dimension can enhance people's ability to understand their condition in their community, state, nation and world. It reveals links among these and shows how relationships change, and more importantly, it highlights the individual's responsibility in this change process. It provides the individual with a realistic perspective on world issues, problems, and the concerns of people elsewhere in the world. Internationalizing the curriculum requires a set of mutual assumptions that the state's educators develop with an eye toward their goal. The department's conceptual framework is discussed on page 17.

The Minnesota Department of Education considers this Soviet Studies Resource Guide to be one means by which we and our partner, Honeywell, can:

- Provide Minnesota teachers with materials and guidance to prepare students for leadership and active citizenship in an increasingly international society with a special focus on the Soviet Union.
- Enhance the ability of teachers to select and develop curriculum materials and resources that are academically sound, balanced and up-to-date.
- Increase teacher and student understanding of current and historical relations between the U.S. and the USSR.

- Illustrate the premise that teachers with special international travel or study program experience are an excellent resource to others with less exposure.

- Help Minnesota school districts meet the State Legislature's international education requirement for graduating high-school seniors.

- Work with colleges and universities that train teachers to ensure that teachers coming into the system are exposed to new strategies and materials.

SOVIET EDUCATOR'S PERSPECTIVE: PATHS TO UNDERSTANDING

by Tatyana Amelina
Assistant Professor, Foreign Language Department
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Latvia, USSR

The Price of Ignorance

"Is France in Paris or Paris in France," asks an eighteen-year-old girl in Mansfield Park, a novel by Jane Austen. And the reader is amused. But I was not amused when I heard a student from SUNY at Buffalo inquire, "Is Latvia a country or an island?" Likewise, the same student was not amused when she told me that her family lived in Milwaukee and I was not quite sure where Milwaukee was. For her Milwaukee -- a city where she was born and raised, with a population of over one million, the industrial and economic capital of the state of Wisconsin -- is just as important as Riga, the capital of Soviet Latvia, is for me. What thought-provoking ignorance on both sides!

Because of this deplorable ignorance, we are bound to pay huge debts incurred by American and Russian secondary school curricula in geography, history and world literature. Both sides are forced to admit that damage has been done to the minds of our youngsters; we have to desperately figure out how to make up for lost time and how to find ways to quench our present-day nubile thirst for the truth -- in other words, how to get information about each other. We have to pay for years of daily lies or, at best, for letting lies pass in silence.

I sympathize with high-school teachers' anxiety in Minnesota and Wisconsin about their students' complete lack of knowledge about the Soviet Union's literary and cultural history and yet, I feel confident and calm. After four weeks in the United States and after talking to American and English literature, political science, drama and women's psychology classes at the University of Wisconsin-LaCrosse, I feel that the corn bins of our shared traditions of free-thinking and open-mindedness, are not exhausted. Many teachers' and students' Soviet-American exchange programs are being negotiated by many high schools and universities; still to come is the first Latvian-American, Riga Polytechnic-UW-LaCrosse, Russian-English teachers exchange, scheduled for the 1989-90 academic year. In my opinion (for which I am prepared to bear full responsibility) it is a great enterprise. As a Russian proverb has it, "it is more profitable to see once than to hear a hundred times." On the whole, alas, I am hopeful for a torrent of new, timely ideas in the field of Russian-American cultural and educational ties. My regretful 'alas' refers, of course, to the recent and still lingering past, rather than to the future. Trans-Atlantic traffic is coming of age.

What Peace is For

A friend of mine told me that the late Josif Shrclovsky, an outstanding Soviet astrophysicist, once said that his most important scientific idea came to him on a fine April day in 1953. On that day, he was gasping in front of a shop-window where a newspaper clipping from a national daily had been displayed for all to see: it was a news item about the release of a recently convicted group of Soviet doctors who had been labeled as murderers. Apparently, an instant of freedom can bring people back to life. Like a kind of shock therapy, the truth revives the mind and soul. This phenomenon brings us to a seemingly utilitarian conclusion: the truth is economically efficient. But the most comprehensive and precise formula is as old as the world. We need the truth like the air we breath. You don't need metaphors to feel a lack of air or freedom.

The human heart keeps track of times of peace, and there is no clock more sensitive or precise. The joys and sorrows of peacetime, hopes and disappointments, love and the process of construction -- all these set a definite rhythm to our lives -- a natural, life-giving rhythm.

The tragic experience of war leaves an open wound on the life story of each individual; it remains in his memory no matter what age he was at the time. Moreover, not only does war go down in the annals of a country's history, but the memory of irreparable losses is carried on from generation to generation. This memory knocks at every living heart.

We have been living in peace for more than forty years now. But the approaching century brings a fresh threat, the threat of nuclear annihilation. On the threshold of the twenty-first century, humanity has come to realize with special clarity that it has reached a point when achievement of modern science and technology may go out of control and bring world civilization to the brink of destruction, endangering the very existence of all living things. So the process of clearing the world of all nuclear weapons was begun by our two leaders. The four summit meetings at Geneva, Reykjavik, Washington and Moscow contribute, each in its own way, to gradually bringing world peace closer to reality and promoting a better climate between our two nations.

However, the road to a lasting peace does not follow only diplomatic and political channels. It must be aided by a conscious effort of each individual on both sides of the Atlantic. A time of peace is a time for painstaking but energetic accumulation of spiritual values, when we learn and discover the best and the most truthful in each other's history, politics, literature, art, theater, science, and life philosophy. What I mean here is not knowledge simply of history or politics proper, but of people's lives in history and politics. Isn't that experience important to all of us if we want to put our house -- the planet Earth -- in order?

Our Job as Teachers

And that is where we educators come in, both in the Soviet Union and in the United States. Our students should be offered an opportunity to think over things that they had not considered before and to learn many things they had not known before. Some students I have met in the United States are surprised

and even irritated by hearing the truth: beliefs based on lack of knowledge do not easily give way to convictions based on truth. The new way of thinking about everything from the survival of humanity to my country's internal problem is based on a realistic approach cleared from the mist of demagoguery. It relies on knowledge, accurate historical memory, developed human imagination, and a new sensitivity.

The old thinking, with its reliance on force and base instincts, will not disappear as easily as snow in spring. Handy and time tested interpretations will not be easily renounced, and there will always be a temptation to fall back on them. The new way of thinking will not necessarily win every heart and mind immediately. But step by step, we must give our youngsters faith in the ultimate triumph of reason and of basic human kindness, the two main character traits in the Russian and American people. Apart from that, there should never be 'banned' themes, 'unwelcome' topics, or 'ignored' fields in our school programs.

Culture as a Tool

Every American product is advertised. If you ask an American publisher why he does not print any works of Soviet literature, his answer is "There is no demand for it." But why is there no demand? Because nobody advertises our literature. In my view, one of the ways toward understanding and abolishing our mutual ignorance is to aggressively promote not only the works of our own national literature, cinema, theater and fine art, but the artistic creations of one another. Our goal should be mutual enlightenment. We need honest information and exchanges of movies, plays, films and theatrical productions. In other words, we must make a bilateral cultural breakthrough in order to show our two nations the challenging, universal humanistic goals of genuine art and genuine culture.

The Soviet Union can offer American readers and American audiences a great variety of high-quality prose, poetry and drama -- works that are unfortunately totally unknown in the United States, yet which have a universal appeal and great relevance to the present time. It is high time American students of contemporary world literature were familiar with such famous names in modern Soviet poetry and prose as Anna Achmatova, Marina Tevtayeva, Alexander Tvardovski, Andreo Platonov, Chinghiz Aitmatov, Michail Bulgaikov, Valentin Rasputin and Daniel Granin.

Our Job as People

The watchword today in the Soviet Union is the greater role of the human factor. But how can art stir people to great activity? All things in life are interconnected, and this is even more true of the human soul: there are no separate compartments in the heart for economics, social consciousness, daily life or exalted concerns of the spirit. When art takes possession of us -- when it 'infects' us, as Leo Tolstoy used to say -- its effect is universal. It discovers moral implications in all areas of life and in all the subjects it addresses.

Walking down a Minneapolis street on a beautiful November afternoon, I feel how much a person needs a sense of home and country. Yet, I study the faces of the people walking past me and I get the feeling that we have one common home and common problems that can be resolved only if we get together -- a hundred people, or just two; a hundred cities, or just two; a hundred countries, or just two.

Our two peoples should act jointly and look each other straight in the face; we need to understand why we wound up in hostility and ignorance. By making sense of each other's past and present, we are building our future. Spheres that are now immune from criticism and learning will shrink as our societies' awareness of each other's dignity -- an indispensible condition for progress -- increases.

DETENTE IN THE CLASSROOM: LEARNING FROM STUDENTS ABOUT LEARNING

"They could never write down everything that we should know," one student stated matter-of-factly about effective Soviet-studies curricula. If she's right -- if traditional modes of learning can no longer convey "everything that we should know" -- what do *kids* need in order to learn about U.S./Soviet relations?

Six exceptional Minnesota high-school students answered this challenge at a symposium in Minneapolis, Minnesota entitled **The INF Treaty as the Classic Current Event: Is the Media the Message?** Honeywell and the Minnesota Department of Education sponsored the symposium in May, 1988 to coincide with the INF Treaty ratification and the Moscow Summit. Eighty teachers listened as students talked frankly and with animation on such topics as where students get information on U.S./Soviet relations, who they believe is responsible for their education about international issues, which teaching techniques are most effective, and what ingredients are essential to their learning environment. At once reflective and passionate, these students stressed the importance of understanding our nation's relationship with the Soviet Union and with the world beyond. Their comments provided invaluable insights for teachers about U.S./Soviet curricula and, in the process, about pedagogy in our times.

The Word-of-Mouth Network

In part, what students say they need from educators is a means of digesting what they've already learned. They point to public channels of communication as their main sources of information about the Soviet Union and about U.S. national security issues: school courses, national radio and television news programs, newspapers and to a limited degree, movies, and the public library. But in addition to these high-profile institutions, students also identified another, more subtle resource: people.

"I learn a lot from my teachers," said one student. "I took a course just last semester called Current Issues, taught by one of our younger teachers who had just been to the Soviet Union. We talked about economics and U.S./Soviet relations, but also about the wars in the Middle East and South Africa. He put these complex issues into simple terms."

Peers were cited as another source: "I have friends whose parents are in government. I learn a lot from them and from the things they talk about that are important to them. I have one friend in particular who is always coming up with things in class about what she reads in the paper every day."

"I think first-hand experience is very helpful," offered one student, "if you can have some opportunities to really go and visit. I think that most Americans exist in somewhat of an ivory tower; as much as we'd like to deny it, we are a very isolationist society. We have very limited contact with the rest of the world. Working to change this isolationist philosophy, I think, is one of the major means by which students can begin to experience and to learn about these issues."

Who's Responsible for Education?

Students identified themselves and their peers not only as a frequent source of information, but as a natural and proper source. When asked who is responsible for educating them on critical international issues, one young woman answered, ". . . it is our responsibility as a citizen to be aware of what is happening. Sure, through the classroom we are going to learn the basic issues and we are going to learn what we need to learn from our textbook, but these is so much beyond what is printed on a piece of paper."

Students gave suggestions of ways in which educators could best use their influence to help students develop a framework and a desire to learn about current events, especially when their students are less self-motivated than the six panelists. The six recognized the limitations of available materials, budget, and varying levels of student motivation, but also provided some concrete recommendations for complementing materials and making them relevant. Once students see the issues as meaningful to them, the six insisted, motivation is no longer a problem. Here's a sampling of their suggestions:

- **Incorporate as many sources as possible, rather than relying on a single "comprehensive" textbook or source.** "A great variety of sources makes for much better decision-making, and for a better democratic society as a whole." Another student agreed: "I think the whole idea of balance is basically a question of exposure. What one determines as the right choice depends on being exposed to the whole picture."

- **Teach about the limitations of any source, as well as its content.** "We have to know that there are two sides to the issues at all times; we have to be open and know that we need to have two viewpoints on this and that both have faults." And, "I think that what helped the most was the teacher coming back and playing devil's advocate and saying, 'what about the other side?'" And, "We need to know that regarding the textbooks, not everything is written that should be written."

- **Encourage students to make issues their own through classroom debates and individual projects.** "Our teacher would brief us on major issues and give us a basic understanding, and then we would go into more in-depth discussions about it. We had individual projects too, where the teacher was telling us we had to go out and do the research ourselves."

- **Correct students' two-dimensional stereotypes about Soviets by making the three-dimensional reality come alive with slides or with outside speakers.** "When you can make it a real place, a real thing, real people to the students, it makes it a lot easier to understand."

- **Use students themselves as primary resources.** "Kids are so interested in listening to other people who are their own age who have gone places and have experienced things there. I think that sparks interest in them, makes them feel they should want to learn it, too."

- **Acknowledge that many students are concerned only about issues that they think will enhance their employability, and work around that.** "Teachers should emphasize in the classroom that not everything that is taught is used directly to go out and get a job. There are a lot of things in school that are taught so that we can have a literate, functional society."

- **Incorporate cultural information, such as language study, as a reminder of international considerations.** "In the United States, we can drive for weeks and not end up in an area that speaks a different language, whereas in Europe we can go for two hours and be in a different country with a different language. To some degree you should be aware of some of these other elements of other societies. These elements make the understanding of the cultures of the countries much easier and much more complete."

In addition to these techniques, students also outlined embedded philosophical approaches that they believed could reverse apathy among students their age:

- **Expect more.** "I think one of the major elements of developing interest or really teaching a student has to do with expectations. I think too often we set our expectations too low and we are afraid to challenge students to rise to a certain level."

- **Act like the issues are important to you.** "I've had teachers who have stood in front of the class and monotoned, like they're just going through the motions to get through the day. And that makes you feel the exact same way. If you seem like you're interested and enthused about the material, that makes all the difference in the world as to whether the student is or not . . . it makes it all the easier to learn it."

- **Show that the issues are important to life.** Setting and enforcing measures of performance won't reach everyone. "Some students maybe are just coming to that class to get the credit, to get the grade, and to graduate -- and I think you have to let them know that this is some information that they are going to need in their life. They are going to need it to function in society, and you really want them to learn this because it's going to be practical for them."

- **Recognize the validity of 'gray' issues.** "It's important to recognize that nothing is truly concrete. We have to recognize that much of what we learn or need to learn is not clear, not right or wrong, and that this is as important as that which we can verify as fact."

- **Become a role model for critical thinking.** "What we don't want to see is someone in front of the classroom just spilling out numbers and facts from a textbook. We want to see a person who can filter the information and give us many different points of view so that we can make not just a choice but an informed choice." And, "Teachers themselves need to tell

us that we as a nation have made mistakes and we're not always right. I get the feeling that up until a couple of years ago, everything America did is right and if we were in conflict with another country, they were wrong, and it's always that way. And it's not. I feel that we need to know that we have made mistakes and that we are not perfect -- nobody is."

- **Show students that you're interested in their development.** "I would say motivation and encouragement are very important to helping me to study and to have the yearn to learn." And, "I think the basic thing is just to make us feel that you're interested in what we have to say and what's happening to us. Having a teacher who is interested in what they're doing and who really cares what I'm learning and understanding from them."

CONCEPTUAL FRAMEWORK FOR INTERNATIONALIZING CURRICULUM

by Roger Wangen
Director, International Education
Minnesota Department of Education

The Context for Soviet Studies Focus

The Soviet Union is the 1988-89 focus for the Department of Education's Minnesota in the World and the World in Minnesota program. As such, it is part of a larger plan for bringing a global perspective into the Minnesota's classroom curriculum. In 1986, the program's taskforce identified six major themes for internationalizing the curriculum:

- Understanding Diversity
- Understanding the World as a Series of Emerging Interdependent Systems
- Understanding Emerging Global Trends
- Understanding Prevailing World Conditions
- Developing Effective Working Relationships
- Understanding the Nature and Process of Change

These six themes provide conceptual outlines for structuring learning about the Soviet Union as well as any other country. The themes, influenced by the Kettering Foundation Global Themes, are also closely related to three other conceptualizations. All four sets of themes are integrated into one system and shown in Appendix B.

The taskforce is confident that the framework it developed is a sound one, especially since the other sets of conceptualization guidelines are similar to it. Nevertheless, teachers are encouraged to modify and adapt the framework to fit their own. Although this conceptual framework does not currently offer advice on grade-level placement, a good school program will identify Soviet lessons or units that are appropriate for the various grade levels. The Minnesota in the World and the World in Minnesota program will concentrate on the USSR, the People's Republic of China, Japan, the Middle East, Southern Africa, and Latin America.

The program's effectiveness depends on providing international instruction in more than just one course at each grade level. The global perspective will only "take" in students' lives if it is appropriately integrated into social studies, language arts, music, art, and other appropriate subjects at multiple grade levels.

Criteria for Balance

Objectivity and exposure to multiple viewpoints are essential to developing critical skills. In order to encourage balanced presentations in instructional resources, the Alliance for Global Education in Global and International Studies (AEGIS) in a late-1988 draft statement of "Balanced, Non-Partisan Education" outlined the suggestions paraphrased on the next page.

At each phase of the conceptualization, development, and evaluation, teachers should consult groups that have a stake in, or perspective on, the topic -- these may include other teachers and other educators, specialists with different points of view, and representatives of cultural or other groups likely to be portrayed in the materials. Materials should:

(1) Address international issues that are inherently important to the education of citizens in a democratic society, or that represent a means to achieving a broader educational goal;
(2) Be academically rigorous, factually accurate, and appropriately comprehensive, neither omitting relevant information, oversimplifying arguments, nor misrepresenting viewpoints or positions;
(3) Reflect the viewpoints of respected specialists and leaders in the field, including a range of viewpoints when there are varying perspectives;
(4) Draw on concepts from different humanistic, historical, and social science disciplines in analyzing cultures and events;
(5) Be appropriate to the age, maturity, and intellectual capacities of the students;
(6) Show that contemporary issues and world cultures have been shaped by many historical, religious, political, economic, and geographic factors;
(7) Understand the nature of conflict, and develop strategies for managing it constructively; and
(8) Demonstrate the complex connections among world regions, events, and peoples.

Readings, exercises, and activities should:

(1) Provide a balanced, non-partisan treatment of mainstream and alternative perspectives on controversial issues;
(2) Help students to identify, compare, and evaluate a range of perspectives on a given issue;
(3) Give practice in making rational, intelligent, and responsible decisions rather than providing direction in what to think;
(4) Allow ample time and opportunity for students to identify, discuss and defend their positions;
(5) Draw upon primary source materials whenever possible, as well as on cultural artifacts and a wide variety of instructional materials and other learning aids;
(6) Provide practice in identifying bias, advocacy, and propaganda when they occur in instructional materials or in the educational setting;
(7) Encourage expression of feelings about controversial issues when emotions are evoked through films, speakers, or original source materials.

The ultimate purpose of the Soviet Studies Resource Guide is to dispel the myths and misunderstandings that often color our understanding of the Soviet Union by providing teachers, and consequently students, with balanced and academically sound material. This knowledge, we hope, will ultimately make us better global citizens. And its success depends on teachers locating accurate, usable information as easily as possible: hence this guide. In recognition that Minnesota teachers will be the ones bringing the state's international studies goals to life, we're proud to offer this guide, a first step toward internationalizing the classroom.

Bibliography

The model in Appendix B was adapted from Dr. Willard Kniep's Next Steps in Global Education: A Handbook for Curriculum Development. New York: Global Perspectives in Education, 45 John Street, Suite 1200, New York 10038.

Minnesota Department of Education. "Minnesota in the World and the World in Minnesota" Program. Curriculum Assessment -- Essential Elements. International Education, Minnesota Department of Education, 640 Capitol Square Building, St. Paul 55101.

INTRODUCTION TO BIBLIOGRAPHIES

The Soviet Studies Resource Guide is a Minnesota-centered project. It is not intended to provide Minnesota educators with a comprehensive listing of resource material, but rather a listing of readily available, teacher-proven and recommended materials.

Bibliographies are divided by the major elementary and secondary academic subjects. Each subject is in turn introduced by a short essay written by a leading Minnesota professor in their field. The essays are intended to provide an academic framework for each bibliography.

In selecting material for the guide, we first surveyed over one hundred Minnesota educators from the Elementary to the Graduate level. We then consulted recommended bibliographies and resource guides, and key educators from other states. The result is a guide that is first a compendium of material in use in Minnesota, and secondly a representation of the best and most useful material recommended by educators from across the country.

Each of the Subject Bibliographies is organized in the same fashion. The following is an example from Social Studies.

> **Marx, Karl, and Friedrich Engels. The Communist Manifesto. New York: Penguin Books, 1977.**
> **7-12 Social Studies, History. $3.95, paper.**
>
> **This is the complete text of the political work that has exercised such a tremendous influence on the modern world. First published in 1848, it is an essential primary source for any course work in Soviet Studies.**

Each entry is designed according to the MLA (second edition) format for bibliographic entries: author or editor; title; place of publication, publisher, date.

> **Marx, Karl, and Friedrich Engels. The Communist Manifesto. New York: Penguin Books, 1977.**

This is followed by information relevant to the use of the item: approximate grade level, subject area; price ("N.A." is not available), paper if indicated, hardcover if not.

> **7-12 Social Studies, History. $3.95, paper.**

Each entry concludes with a brief summary of the item. Each summary briefly comments on the contents and utility of the item. The summaries were composed either by individual educators, the research coordinator, or a cited source.

> **This is the complete text of the political work that has exercised such a tremendous influence on the modern world. First published in 1848, it is an essential primary source for any course work in Soviet Studies.**

The Media and Reference Bibliographies read somewhat differently from the Subject Bibliographies. This is an example of a Media entry: title; approximate grade level, subject area; medium, length, and misc. comments; source of material; price, availability.

> **A Day at School in Moscow.**
> **Elementary Social Studies. Video, 24 min., including study guide. Educators for Social Responsibility. $30.00, rental.**

The Reference Bibliography is identical to the Subject Bibliographies except for the periodical entries: title; place of publication, publisher; approximate grade level, subject area; frequency of publication; subscription price, period, category (individual if not indicated otherwise).

> **The Current Digest of The Soviet Press. Columbus, OH: Current Digest of the Soviet Press.**
> **10-12 Current Affairs.**
> **Weekly. $64.00 per year.**

The following is a list of cited resources used to compose Summary comments:

The Committee on College and Pre-College Russian. CCPCR Database.

Educators for Social Responsibility. Getting Acquainted: Thinking About the Soviet Union: Elementary Teaching Activities.

_____. Raising Questions: Secondary Teaching Activities.

Horak, Stephen M., ed. Russia, the USSR, and Eastern Europe: A Bibliographic Guide to English Language Publications, 1964-1974, 1975-1980, and 1981-1985.

_____., ed. The Soviet Union and Eastern Europe: A Bibliographic Guide to Recommended Books for Small and Medium-sized Libraries and School Media Centers.

Institute for Soviet-American Relations. Surviving Together: A Journal on Soviet-American Relations.

Vaillant, Janet and Elizabeth Talbot, eds. Russia/Soviet Union: A Guide to Print Materials for Teachers.

APPROACHES TO RUSSIAN AND SOVIET HISTORY

by Stephen C. Feinstein
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The teaching of Russian and Soviet History has always been problematic. Even without the Russian Revolution and the problems it engendered for the interpretation of historical events, the Soviet Union has had a troubled past with dramatic shifts in its history and consequent interpretation of it. The purpose of this essay is to establish the main landmarks and issues in Russian and Soviet history in the hope that they may be useful in preparing classroom curricula. Above all, it is important to understand that the fundamental differences between the Soviet Union and the rest of the world do not stem from Communism, but rather from events and outlooks that are deeply embedded in Russian history.

The following periods are commonly used to categorize Russian and Soviet historical developments:

Kievan Rus': 962-1235. The first modern state, Kievan Rus' was established when Varangian (Viking) princes from Scandinavia merged with the Slavic tribes of the South, with the capital at Kiev. Kievan Rus' was a federated state, with autocratic, aristocratic and democratic political forms among its many states. The Kievan ruler, Vladmir, orchestrated the conversion of the Rus' to Christianity by state decree in 988, ushering in a period of new ideas from the West.

Mongol-Tatar Period: 1235-1480. The invasion of Russia and Western Europe by the forces of Batu Khan had its major impact on Kievan Rus', which was destroyed. The Mongols ruled effectively for more than 200 years through a system based on "yarlik" (charter) which was rotated from one Russian prince to another to avoid any growth of native power. Mongol authority was challenged and ultimately fell to Moscow, a small city state which grew tremendously during the later Mongol period.

Muscovite Russia: 1480-1721. The price for "freedom" from Mongol domination, with its negative impact on native culture, was submission of the Russian people to the authority of the princes later to be called Tsars) of Muscovy. The Tsars of Muscovy established central power, brought control over the local population, and established serfdom.

Imperial Period: 1721-1917. Peter the Great's victory over the Swedes ushered in the Russian Empire. Through its victories in Europe, Russia was recognized as a great power. The state directed economic development and a massive bureaucracy appeared to dominate the daily lives of many Russians. Serfdom continued until 1861, and the society was decidedly agrarian. Eventually, Imperial Russia took on many trappings of Western

life. Because of different cultural roots of Russian society, however, many of the things believed to be "western" were in fact superficially rooted.

Soviet Period: 1917-Present. The establishment of a Communist state in what was formerly the Russian Empire led to a gigantic break, both in ideology and practical attitude, between Russia and the West. On one hand, the new Soviet government, led by Lenin, preached world revolution; on the other, Western governments sought to strangle Bolshevism-Communism in its infancy through boycotts and intervention. The eventual establishment of Stalin's dictatorship convinced most Westerners that Communism was morally and practically indefensible and evil. Hence, a state of "Cold War" between the Soviet Union and the West existed beginning in the early 1920s, with periods of friendship only during the alliance of the World War II period. Only recently, with the detente of the Brezhnev period (early 1970s-1979) and the rise of Gorbachev to power (1985), has it appeared that some genuine cordiality is possible between the ideological rivals.

Following a chronology is often the best way to study history, and in this respect, the Soviet Union is not different from other countries. However, in the context of Western civilization or European history courses, Russia is often on the periphery, because early modern history is so often concerned with the history of England, France and the Mediterranean world. Russia, however, was part of the tradition of the West during the Kievan period, only to be pulled away from the influence during the Mongol Period. Indeed, the concept of Russia as separate from the West and from Europe only emerged with the establishment of Mongol power over Russia. The legacy of this event was momentous, for it deprived Russia of many interactive situations with medieval and Renaissance Europe and its culture -- a deprivation that may be judged to have had a lasting impact. Russia's adherence to Byzantine Christianity, while a positive feature of a native culture, became a barrier to knowledge from the West, where Latin Christianity dominated until the sixteenth century. The result was that Russia did not partake of the Renaissance of the Reformation, both seminal events in the evolution of freedom and individualism in the Western tradition.

The establishment of Muscovite power and the end of Mongol authority did not mean a return to the continuity of the multi-faceted aspects of Kievan rule; rather Muscovy signaled a move toward autocracy, which reached its culmination during the seventeenth century. The Imperial Period was largely an expression of Russia's new presence in Europe after its defeat of Sweden in the Great Northern War. However, Russia's rigid centralization of power in the eighteenth century and its control on political thought through censorship effectively prohibited Russia from benefitting from the European enlightenment, which ratified many of the earlier traditions started by the Renaissance.

The result of the diverse and often complex tendencies of the earlier Imperial period led, by the middle of the nineteenth century, to the image of Tsarist Russia as "a giant with feet of clay," an image that is useful even in the last part of the twentieth century. The "feet of clay" of the mid-nineteenth century was serfdom, which eventually undermined Russia in the Crimean War. Tsar Alexander II discovered that free individuals fight better than serfs and that a free economy has the potential for greater productivity than does a bound one. Despite its liberation of the serfs in 1861, Imperial Russia never met its own expectations. This disappointment was due to innumerable contradictions between a very top-heavy state bureaucratic infrastructure and the demands of a free

marketplace and society. Nor was that structure able to respond to reasonable political demands from the masses, heightening the tendency for revolutionary activity in Russia.

If any lesson can be derived from the study of Imperial Russia, it is that such regimes could persevere and perpetuate themselves almost endlessly, were it not for the intervention of outside events. In the case of pre-revolutionary Russia, those outside events were from three influences: (1) wars that tested Russia's ability to fight; (2) the challenge of Western technology; and (3) the challenge of Western ideas. The latter affected Russia particularly, because of the contradiction of the country's rulers' pronouncements that it was "european," while ideologically and developmentally, Russia looked more like a twentieth century developing society.

The November 1917 revolution ushered in many interesting problems for subsequent Russian and Soviet history. The first and most logical question relates to the inevitably of that event. And, for the first time, the ideological differences between Marxism and Western liberal historiography made themselves manifest in a national history. Soviet historical writing viewed the event as the logical culmination of class conflict and the contradictions associated with autocratic and bourgeois control of society. Lenin himself called Russia "the weakest link" in the chain of capitalist states. However, liberal historians in the West tend to view the Russian revolution as an accident, an event nurtured by World War I that would not have occurred had it not been for the suffering and displacement caused by that event.

Thus the prevailing Western interpretation of Soviet history after 1917 was that "the train had jumped the tracks" by moving away from the historic directions and ideologies of Russian history. Indeed, the extremism of Soviet rule, especially during the Stalin dictatorship, seems to bear out this approach, although some obvious similarities exist between Tsarist autocracy and Soviet dictatorship. However, the ideology of Communism as axiomatically imposed on the Soviet Union proved itself an unworkable formula for meeting goals for economic human improvement. Of course, Soviet history books said the opposite, and despite some exceptionally interesting analyses of class issues, they were very unreliable because of the Stalinist tradition of rewriting history to fit the needs of the leader.

Gorbachev's reform movement has affected approaches to historical writing in the Soviet Union. The result has been, under the doctrines of "glasnost" (openess) and "zakonnost" (legality), an attempt to resurrect a past that has been thrown into an Orwellian "memory hole." This past, exceptionally painful for all Soviet citizens, includes the unwritten history of the abuses of the revolution and some real concerns about the wisdom of Communist policies. Since 1987, Nikolai Bukharin, Lev Kamenev, Grigory Zinoviev and other leaders purged during the 1930s, and even Leon Trotsky, have begun to reappear in Soviet texts. The situation became so convulsive that in May 1988, all history examinations in the Soviet Union were postponed or canceled because all the textbooks and approaches by teachers were wrong.

The evaluation of glasnost and "perestroika" (restructuring) has to be put into proper perspective. Should Gorbachev and the reform movement he represents be viewed as a return by the Soviet Union to the mainstream of Russian history? Will the train, in other words, be placed back on the track? Perhaps so.

However, what appears implicit in Gorbachev's moves toward restructuring and openness is that the Soviet Union, like nineteenth century Tsarist Russia, is a giant with feet of clay -- this time the economy, rather than serfdom, is the feet of clay.

Eurasianism and Europeanism

The vast geographic expanse of the Soviet Union, stretching from the borderlands of Eastern Europe to the Pacific, has given rise to arguments regarding the region's character. Is it European or Eurasian? The answer historically has been "European," and the flow of Russian history has always been European, especially since the eighteenth century.

However, there are several idiosyncracies which must be noted and which may have affected the character of Russian history. First, Russian religion and culture came from Byzantine Empire. While essentially European, Byzantine culture was also laced with many oriental traits stemming from its position bridging the Middle East and Europe. Some of these traits -- such as the tradition of Caesaropapism as a concept of pre-revolutionary government and prevalence of both heretical positions and authoritarian responses in religious matters -- may be indicators of this legacy. This "sense of absolute correctness" may be said to represent a cultural trait of authority that continued in the Soviet period, augmented by new ideologies from the West, such as the Marxist "dictatorship of the proletariat."

From the eighteenth century on, Russia's prime enemy was not a pure European power, but a European/Middle Eastern State, the Ottoman Empire. Russian diplomatic involvement with the Turks, as well as a geo-political strategy that focused on establishing security in the Black Sea, brought the Russians into a close understanding of Middle Eastern affairs. In the late nineteenth century, Turkic Central Asia came under imperial authority, thus setting the stage for the appearance of the twentieth century Central Asian republics of the Soviet Union. The current demographic problems of the USSR, with a high birth rate for the Asian peoples and a base replacement rate for the Slavic peoples, perhaps suggests the future importance of Asia in the Soviet equation, thus reviving the old issue of Eurasianism.

The Warm Water Theory and Russian Expansion

One interpretation of Russian expansion that is often repeated by Americans is the "warm water theory," which links politics to a desire by a land-locked people to possess ice-free ports. While occasionally even mentioned by some foreign politicians, this interpretation has basis neither in fact nor in Russian historical writing. In addition, there appears to be only one episode in Russian history when a drive toward warm water was part of state policy, and that came in Peter the Great's search for a "window to the West" -- the establishment of Russian power on the Baltic coast.

No other policy involving coastlines or spheres of influence, however, can be justified by the theory. The Black Sea, for example, has ice for part of the year, but on a more serious level is limited by problems surrounding access via the Bosporus and Dardanelles. The Pacific is also limited because of ice and distance.

A potentially compelling explanation of Soviet interest in Afghanistan as a "stepping-stone" to the Indian Ocean is ludicrous because of the complex internal and foreign policy difficulties that annexation of more Asian people would encompass.

The Relevance of History in Evaluating Gorbachev's Reforms

It is quite clear that Gorbachev does not only represent a breath of fresh air for the Soviet Union, but possibly the only hope that the Soviet system has for creating a legal structure that might avoid a return to the evils of past regimes. Yet, if one is to use Russian history as a guide to the success or failure of reformers, there is a potentially pessimistic prognosis for Gorbachev.

The reasons for this appraisal are relatively simple. Almost all Russian and Soviet reformers have met with unpleasant ends. Peter the Great, for example, remolded Russia in a new direction largely through his own personal strength and disregard for law. However, after his death in 1725, his reforms began to ebb. Catherine II envisioned substantial reform of the Russian Imperial administration. However, after auspicious beginnings in 1765, she quickly retreated under pressure from the aristocracy and bureaucracy. In addition, she learned quickly that self-rule was a concept that the Russians did not accept well. Tsar Paul I, Catherine II's son, had broad ideas of bringing enlightenment to Russia, reforming the serf system and bringing the bureaucracy to accountability. Paul, however, was assassinated in 1881.

In the Soviet period as well, the fate of would-be reformers has been poor. Bukharin, for example, an opponent of Stalin who argued against the planned economy and for a system based on a more cooperative socialism, was purged from the Communist party and was shot in 1938. Nikita Khrushchev, Soviet leader in the immediate post-Stalin period, aspired to reform but found himself surrounded by the well-entrenched Stalinist bureaucracy that was unwilling to reform itself. The Brezhnev and post-Brezhnev regimes, up until the advent of Gorbachev, essentially pretended that things were alright and hoped that a combination of good propaganda and strong suppression would keep the USSR together. However, Gorbachev opened a Pandora's box when he recognized that the question was not whether or not the Soviet system could reform itself, but how soon could the reform take place. The reasons for reform were, like many events in Russian history, generated from the outside rather than from within. A failure to recognize the challenge from advanced Western technology would cause the USSR, like Russia in the period of the Crimean War, to suffer a terrible setback.

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Goldman, Marshall I. Gorbachev's Challenge. New York: Norton, 1987.

Hough, Jerry. Russia and the West: Gorbachev and the Politics of Reform. New York: Simon and Schuster, 1988.

Laqueur, Walter. The Fate of the Revolution. (rv. ed.) New York: Scribner, 1987.

Luttwak, Edward. The Grand Strategy of the Soviet Union. New York: St. Martin's Press, 1983.

Schapiro, Leonard. Russian Revolutions of 1917. New York: Basic Books, 1984.

Tucker, Robert. Political Culture and the Leadership in Soviet Russia. New York: Norton, 1987.

Ulam, Adam. Stalin: The Man and His Era. New York: Viking, 1973.

Yaney, George L. The Systematization of Russian Government. Urbana: University of Illinois Press, 1973.

RESOURCE MATERIAL ON HISTORY

CLASSROOM MATERIALS: FOR THE STUDENT

Adams, Arthur E., ed. Russian Revolution and Bolshevik Victory: Causes and Processes. Boston: D.C. Heath & Co., 1972.
10-12 History. $8:00, paper.

This collection of essays by Soviet and Western authors provides a valuable illustration of the differences and similarities inherent in Western and Soviet interpretations of history. Horak.

Catchpole, Brian. A Map History of Russia. London: Heinemann Educational Books, Ltd., 1974.
10-12 History, Geography. $11.00, paper.

This work discusses Russian and Soviet history from the ninth century to the development of dissent in the 1960s. Each map illustrates, the text on its facing page. Vaillant.

Cubitt, Heather. Russia Under the Last Tsar. "Then and There" series. London: Longman Group Ltd., 1980.
7-9 History. $4.70, paper.

This work deals with the personal lives of the Romanov family against the background of the major political, diplomatic, social, economic, military, and revolutionary aspects of the time. Vaillant.

Dmytryshyn, Basil. U.S.S.R.: A Concise History, 4th ed. New York, Macmillan, 1984.
11,12 History. NA.

A useful text, its distinguishing feature is the inclusion of 41 original documents of Soviet history. Horak.

_____. A History of Russia. Englewood Cliffs, NJ: Prentice Hall, 1977.
10-12 History. $14.95.

This text is well organized, concise, and straightforward. It is divided into five parts: Kievan Rus', Divided Rus', Muscovy, Imperial Russia, and Soviet Russia. In addition to photographs and illustrations, there are many maps, tables, and charts. Horak.

Kublin, Hyman. Russia: Selected Readings. "World Regional Studies" series. Boston: Houghton Mifflin Comp., 1974.
9-12 History. $8.28, paper.

This chronologically organized text provides a comprehensive survey of Russian history from its beginnings through the early Brezhnev years. Vaillant.

Lane, Peter. The USSR in the Twentieth Century. London: B.T. Batsford Ltd., 1978.
10-12 History. $14.95.

This 96-page work gives a concise view of Russian/Soviet history from the late nineteenth century to 1976. Vaillant.

Leppert, Ella C. Soviet Union. "Global Insights: People and Culture" series. Columbus, OH: Charles E. Merrill, 1980.
10-12 History, Sociology. $3.90, paper.

This work focuses on the people and culture of the Soviet Union in five chapters: The Cities, The Tsars, The Revolution, The Peasants, and Industrialization. Vaillant.

Lyons, Graham, ed., Marjorie Vanston, trans. The Russian Version of the Second World War. New York: Facts on File, 1976.
10-12 History. $17.95.

This interesting work is a compilation of accounts of the Soviet experience in World War II taken from high school textbooks published in the Soviet Union before 1973. It includes thirteen chapters, useful appendices, and several maps and photographs.

MacKenzie, Sir Donald Wallace. Russia on the Eve of War and Revolution. Princeton: Princeton University Press, 1984.
11,12 History. NA.

Pimlot, Tamara. Stalin's Russia: 1924-1939. "History in Depth" series. London: Macmillan Education Limited, 1984.
6-10 History. $2.95.

This work is one of Macmillan's "evidence based" history books presented as supplementary material for their "History in the Making" series. Though only 48 pages long, it provides a clear picture of Stalin's impact on the Soviet Union and its people up to the Second World War. Vaillant.

Pipes, Richard. Russia Under the Old Regime. New York: Scribners, 1976.
11,12 History. $17.50.

This work traces the growth of the Russian state from its ninth century beginnings to the end of the nineteenth century. Horak.

Reed, John. Ten Days That Shook the World. New York: Penguin Books Inc., 1982.
10-12 History. $3.95, paper.

John Reed, an American journalist and ardent socialist, wrote this eyewitness account of the second Russian Revolution of 1917. Vaillant.

Resnick, Abraham. Russia: A History to 1917. "Enchantment of the World" series. Chicago: Children's Press, 1983.
5-9 History. $22.60.

Though its 127-page length necessitates generalization, this work provides a useful portrait of Russian history and is nicely illustrated. Vaillant.

Ritchie, W.K. Russia Under Peter the Great. "Then and There" series. London: Longman Group Ltd., 1979.
7-9 History. $3.10, paper.

The stated purpose of this 96-page work is to show "how the people of Russia started to become like the people of Western Europe" through the efforts of Peter the Great. Vaillant.

Robinson, Geroid Tanquary. Rural Russia Under the Old Regime: A History of the Landlord - Peasant World and a Prologue to the Peasant Revolution of 1917. Berkeley: University of California Press, 1967.
11,12 History. $11.95, paper.

Solzhenitsyn, Aleksandr. The Gulag Archipelago. 2 vols. New York: Harper & Row, 1975.
10-12 History. $4.95, paper.

This two-volume work recounts the experience of the author while undergoing forced labor in a Stalinist labor camp. It is an engaging record of the power of suffering in life.

Vaillant, Janet G. and John Richards. From Russia to USSR: A Narrative and Documentary History. New York: Longman, 1985.
11,12 History, Social Studies. $11.95.

This is an excellent text for those interested in documentary history. The authors begin each chapter in this chronological history with a short narrative, which is then elaborated on by a number of historical documents.

Vucinich, Wayne S., ed. The Peasant in 19th Century Russia. Stanford: Stanford University Press, 1968.
11,12 History. $10.95.

An excellent impression of rural life before the Revolution , this work is both readable and informative.

RESOURCE AND SUPPLEMENTARY MATERIALS: FOR THE TEACHER

Brown, Archie, ed. Cambridge Encyclopedia of Russia and the Soviet Union. Cambridge: Cambridge University Press.
10-12 History. NA.

A one-volume source, this clearly written and nicely illustrated book deals with general topics.

Cohen, Stephen F. Rethinking the Soviet Experience. New York: Oxford University Press, 1985.
11,12 History. $6.95, paper.

Deutscher, I. The Prophet Armed: Trotsky 1879-1921. Vol. I. New York: Oxford University Press, 1980.

_____. The Prophet Unarmed: Trotsky 1921-29. Vol II. New York: Oxford University Press, 1980.

_____. The Prophet Outcast: Trotsky 1929-40. Vol.III. New York: Oxford University Press, 1980.
10-12 History, Political Science. 9.95 each, paper.

Dolot, Miron. Execution by Hunger: The Hidden Holocaust. New York: W.W. Norton, 1985.
10-12 History. $7.95, paper.

This work presents the author's eyewitness accounts of the Ukrainian famine of 1932-33. The famine itself was engineered by the Stalinist regime to effect forced collectivization.

Fischer, Louis. Life of Lenin. New York: Harper & Row, 1964.
10-12 History. NA.

Fitzpatrick, Shelia. The Russian Revolution. New York: Oxford University Press, 1984.
11,12 History. $7.95, paper.

Heller, Mikhail and Alexander M. Neitirich. Utopia in Power: The History of the Soviet Union from 1917 to the Present. New York: Summit Books, 1988.
10-12 History. $12.95, paper.

This work by two Soviet emigre historians discusses the Soviet experience for a Western audience.

Hill, Christopher. Lenin and the Russian Revolution. New York: Penguin Books, 1987.
10-12 History. $5.95, paper.

This work discusses the origins of the Bolshevik party, Lenin's political philosophy, imperialism, and Soviet national and foreign policy.

Hosking, Geoffrey. The First Socialist Society: A History of the Soviet Union from Within. Cambridge: Harvard University Press, 1987.
11,12 History. $10.95, paper.

Klivchevskii, V.O. A History of Russia, 5 vols. New York: Russell & Russell, 1960.
10-12 History. Library.

This work is one of a few standard works on Russian history.

Kochan, Lionel and Richard Abraham. The Making of Modern Russia. New York: Penguin Books, 1986.
10-12 History. $7.95, paper.

This useful survey of Soviet history from its beginnings to the early 1980s has recently been revised to include information on Soviet relations with Islam and national minorities, the impact of Western technology, and the influences of women on Russian/Soviet history.

Kovalevskaya, Sofya. A Russian Childhood. Trans. and ed. by Beatrice Stillman. New York: Springer-Verlag, 1978.
10-12 History, Social Studies. $29.00.

This work is the autobiography of one of the greatest mathematicians of the last century. Vaillant.

Laqueur, Walter. The Fate of the Revolution: Interpretation of Soviet History from 1917 to the Present. New York: Macmillan, 1987.
10-12 History, Social Studies.

Though originally published 20 years ago, Laqueur's work is still a classic study of the literature of Soviet history and the Bolshevik Revolution. This revised edition now includes a discussion of glasnost.

Miliukov, Paul. A History of Russia, 2 vols. New York: Funk & Wagnalls, 1968.
10-12 History. NA.

Miliukov's work has long been considered by scholars as one of the key histories of Russia.

Nove, Alec. Stalinism and After. Boston: Allen & Unwin, 1981.
11,12 History. $17.00.

This work offers a sound analysis of Stalinism and the ideological and policy orientation of both Khrushchev and Brezhnev. Horak.

Riasanovsky, Nicolas. A History of Russia. New York: Oxford University Press, 1984.
10-12 History. Library.

This college-level textbook provides essential and reliable information. Horak.

Sedov, Leon. The Red Book: On the Moscow Trail. London: New Park Publications, 1980.
10-12 History. $5.95, paper.

This work by the son of Leon Trotsky unmasks the Stalinist lies used to frame and try Trotsky and other Bolshevik leaders in the purges of the 1930s.

Trotsky, Leon. The Russian Revolution: The Overthrow of Terrorism and the Triumph of the Soviets. New York: Doubleday, 1959.
10-12 History. $7.95, paper.

Written during the early years of his enforced exile, this work provides an excellent narrative of the Revolution and the men and women who made it.

Tucker, R.C., ed. The Lenin Anthology. New York: W.W. Norton, 1975.
10-12 History. $14.95, paper.

The portrait of Lenin that emerges from this work is the familiar charismatic messiah of the Russian Revolution. Horak.

_____. Stalin as Revolutionary, 1879-1929: A Study in History and Personality. New York: W.W. Norton, 1973.
10-12 History. $11.95, paper.

This work is a most complete biography using all the essential material and sources available at the time. It is written clearly and concisely. Horak.

_____, ed. Stalinism: Essays in Historical Interpretation. New York: W.W. Norton, 1975. 1977.
10-12 History. $19.95.

This collection contains a number of valuable essays that must figure in any bibliography of essential reading on Stalinism. Horak.

Urban, G.R. Stalinism: Its Impact on Russia and the World. Cambridge: Harvard University Press, 1986.
11,12 History. $13.50, paper.

Vernadsky, George. A History of Russia, 8 vols. New Haven: Yale University Press, 1961.
10-12 History. Library.

This eight-volume work is a standard text in Russian history.

_____, and Ralph T. Fisher, eds. A Source Book for Russian History from Early Times to 1917. New Haven: Yale University Press, 1972.

This three-volume work represents the most comprehensive source in English of Russian history. Vol.1, Early Times to the Late Seventeenth Century. Vol.2, Peter the Great to Nicolas I. Vol.3, Alexander II to the February Revolution. Horak.

Volkoff, Vladimir. Vladimir the Russian Viking. Woodstock, NY: The Overlook Press, 1985.
10-12 History. $18.95.

This work tells the story of Vladimir the Russian (960-1015), who is credited with founding the Russian state and converting its people to Christianity.

Wieczynski, Joseph L., ed. Modern Encyclopedia of Russian & Soviet History. Gulf Breeze, FL: Academic International Press, 1988.
10-12 History. $30.50, each.

When completed, this work will represent the most comprehensive encyclopedia of Russian/Soviet history in the English language. Volumes 1-48 have been completed. Horak.

POLITICAL PARADIGMS AND PARABLES

by Nick Hayes
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Director of International Studies
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Discussions of issues of international education in America usually begin with a generalization about our national lack of interest in international developments. Regardless of the validity of that generalization, our attitude toward the Soviet Union has been an exception. The truth is that for over seventy years, we have had an obsession with the Soviet Union and its political experiment in socialism. This is not to say that we have been well-informed or objective in forming our opinions. As in the case of most passions, our obsession has divulged more about ourselves than about the object of our obsessions - the Soviet Union.

What follows here is a brief perspective on our perspective on Soviet politics. We have been masters of the obvious in Soviet politics in terms of knowing whatever is odious, anti-Western and anti-democratic in the "Soviet dictatorship." The outline for our view was evident in our response to the Russian Revolution of 1917, but only in the Cold War era did we flesh out that outline into a paradigm. The Cold War paradigm told the story of Soviet history as a parable for justifying American politics and foreign policy. It was a parable with a message for us: "Never be duped by Soviet propaganda to expect any positive changes to come out of the Kremlin."

Now in the late 1980s, our paradigm for viewing Soviet politics is suffering an acute crisis of credibility. The crisis has been brought on by the increasing disparity between our preconceived notion of Soviet politics and the reality of a Soviet political system that has shifted into its most radical reform experiment in sixty years. Public opinion had been conditioned for at least a generation to define political change in the Soviet system in terms of either stagnation or reaction. The evidence of reform in Gorbachev's Soviet Union has succeeded in forcing public and scholarly opinion to put aside the Cold War paradigm, even if we have yet to formulate a new viewpoint to replace the old.

This essay is not an attempt to analyze the reforms or the Soviet system, but rather to suggest that Soviet reform is the key issue in Soviet politics and to explain, frankly, why Americans missed it. Let's take a look at how our "traditional" or "orthodox" paradigm failed to prepare us for today's reform movement in the USSR; let's also give some credit to the "revisionists" who had tried to persuade us to take a different view.

The Political Paradigm

The dominant paradigm of American Sovietology has provided a model of Soviet politics and history that, frankly, has few parallels to our approach to virtually any other political system. At the risk of a caricature, let us use this paradigm to summarize Soviet political history along the following lines: the founder of the Soviet state, Lenin, integrated Marx's theory of the "dictatorship of the proletariat" into a strategy for the dictatorship of the Communist party. His Communist dictatorship came to power in 1917 through conspiratorial and illegal tactics. Thereafter, it overcame the resistance of the Russian people through police repression and the re-conquest of the Russian Empire's territory by the Red Army. After a tactical compromise in the 1920s, Lenin's concept of the dictatorship emerged fullblown in the totalitarian regime of Stalin in the 1930s. The Stalinist dictatorship completed the Communist grip on Russian society, and since Stalin's death, Soviet leaders could not, even if they wanted to, relax their hold on a society that offers no consensus for Communist rule.

What Was Done With "What Is To Be Done?"

There are many ways in which we could critique this paradigm, but let us focus on just three aspects. First we'll examine the emphasis we placed on the role of ideology in Soviet politics. We have tended to give to Soviet Marxist ideology (and to Soviet leaders who profess that ideology) far greater power to shape Soviet reality than we accord our own or virtually any other political system. Our treatment more often than not starts with an out-of-context reference to Karl Marx's concept of the "dictatorship of the proletariat" in the 1848 "Communist Manifesto" and progress into Lenin's famous essay, What Is To Be Done? (1900). Lenin clearly emphasized in that essay the central role of a party of professional and tightly organized revolutionaries. However, what is unclear is whether Lenin at that time envisioned anything like the one-party political system that would emerge after 1918 or, for that matter, whether Lenin's will became Soviet reality. We read Lenin with a highly cynical view of his statements on democratic values but as virtual true believers of his dream to create a socialist political reality based on What Is To Be Done? If read critically, this work is obviously a polemical over-statement and suggests itself as an exercise in political fantasy or at least wishful thinking on the part of the future Soviet leader. Lenin may have been able to impose his will on the Russian Social Democratic Party, or at least on its Bolshevik faction. But after 1917, harsh Russian realities would prove far more formidable than his former antagonists by forcing him to accommodate his will to an unpredictable, complex and constantly changing new Russian world.

Stalin's Shadow

Secondly, we have in many respects been the most steadfast Stalinists. We retain a bias that denies the democratic impulses of Marxism in general, and Soviet Marxism in particular. We insist that the regime of terror under Stalin was the logical and inevitable conclusion of the Soviet experiment in socialism. The problem here lies neither in the character of Stalin nor in the terror that underlay more than two decades of Stalinism. The problem lies in the connections we make between Stalin's predecessors and his heirs. On the one hand, our paradigm endorses Stalin's arguments that his policies were the logical

continuation of Lenin and of the previous Marxist tradition. On the other hand, we have approached Stalin's successors as if his shadow lurked behind their every move or impulse. The classic model for this view has been Columbia University's Zbigniew Brzezinski's theory of Soviet politics as the process of a "permanent purge." This theory propounded in the several editions of his Ideology and Power in Soviet Politics (1967), saw the Soviet leadership as so trapped in Stalin's system that it denied the possibility of meaningful political change from within the system and therefore forced its recourse to the Stalinist "purges." In a system that allowed for only Stalinist means, all political ends inevitably would become Stalinist.

The Totalitarian Model

Finally, the orthodox paradigm rested on a political model for Soviet politics that defined that system as "totalitarian." The model was imported from other systems. In the years immediately after World War II, American Sovietology adopted the totalitarian model that had been developed to explain the rise of fascism, and especially the Nazi movement in Germany, and applied it to Stalin. Convinced that the Soviet system was trapped in the Stalinist model, we therefore argued that the Soviet system was embedded in a totalitarianism that offered hope neither for the well-being of the Soviet people nor for meaningful political change inside their system.

In its origins in the scholarship of the 1930s, the concept of totalitarianism expressed our recognition that new forms of political repression and authoritarianism in the twentieth century were radically different from the varieties of authoritarianism in the nineteenth century. What is more, the authors of the totalitarian model gave expression to the legitimate sense of shock and despair in the face of the atrocities committed by fascist and socialist regimes, the Soviet Union included.

In retrospect, however, the totalitarian model underestimated the capacity for resistance within those systems and projected their continuation into the rest of the century when in fact, the model appeared to disintegrate and pass with the specific leaders and circumstances of those times. In the context of Soviet politics, we should have asked ourselves more seriously whether it was valid to equate Nazism with Stalinism in the first place, and thereafter, whether the characteristics of Stalinist "totalitarianism" continued to describe accurately Soviet political realities after the Soviet dictator's death. Ultimately, we should seriously ask whether our motive for continuation of the totalitarian model was to understand the character of Soviet leadership and their politics or to reinforce our own Cold War ideology that cast America as the champion of the "free world," pitted against an irredeemable Soviet antagonist.

Perception of Crisis and the Denial of Reform

What happened to the Cold War paradigm? Its continuing validity rested on the assumption that no political leader in the Soviet Union could significantly change Soviet ideology, that neither Soviet leaders nor their institutions could break out of the Stalinist mold, and finally and above all else, that the Soviet "totalitarian" system could not clean up its own act.

Ultimately, our paradigm did accept the continuing degeneration or even crisis of the Soviet system. By the early 1980s, American Sovietology had reached a consensus that the Soviet political system had deteriorated beyond the point of mere stagnation and was approaching a near-crisis situation. The prognosis for the future of the Soviet political system fell into two points of view: the hopeless and the pessimistic. The fatalistic view of the Soviet system's future found expression in a famous essay in 1983 by Professor R. V. Burks of Wayne State University that laid out the inevitability of a "systemic crisis" that would undermine the Soviet regime's capacity to govern by the end of the 1980s. (Professor Burke's essay was published in 1987 in The Soviet Union and the Challenge of the Future, edited by A. Shtromas.)

The alternative viewpoint was hardly bullish on the Soviet future. Optimism was, at best, cautious pessimism. This school expressed the consensus of the field of Sovietology in the early 1980s with the publication of a collection of essays, After Brezhnev (1983). These authors predicted not a Soviet doomsday but a new Soviet leadership that would respond to the challenge of crisis by "muddling through."

Our perspective left us with the option for the Soviet future of either catastrophe or "muddling through." What was most important was that as late as the mid-1980s, our paradigm for Soviet politics remained characterized by the denial of the prospect for significant political reform from within the Soviet system. We still were preoccupied with seeing Stalin's shadow behind the Politburo and its institutions. Our conclusions were not as drastic as those two decades earlier, when Zbigniew Brzezinski had formulated the model of the "permanent purge" for Soviet politics. We denied that the Soviet Union could find within its own institutions and ideology the basis of a revitalization of the system. The denial of Soviet reform was thus the central theme of Richard Pipes's Survival Is Not Enough (1985). The Harvard University professor asked why the Soviet Union "cannot reform itself," and answered that ". . . reforms are conceivable only as the result of major internal and external setbacks . . . (as) the price it (the Soviet leadership) must pay for its survival."

Revisionism -- "Just Plain Off The Wall"

There were, however, other views.

In 1976, Professor Stephen F. Cohen of Princeton University published Bukharin and the Bolshevik Revolution, and his colleagues, according to Cohen, received his views as "just plain off the wall." His study of Nikolai Bukharin, the Bolshevik leader of the 1920s, argued that there was a humane Soviet Marxist alternative to Stalinism and that the latter represented a break from the Soviet Marxist tradition. Over a decade later, Cohen's work stands out as the most original and important contribution to Soviet political history written in the post-WWII era and an absolute must on the reading list of anyone who wants to understand the past and present of reform in Soviet politics. Subsequently, Cohen put together his reflections on the problem of political change in Soviet history in broader terms, in a collection of essays, Re-Thinking the Soviet Historical Experience (1985). Cohen's work demolished the Stalinist or totalitarian models and demonstrated the existence of alternative models within Soviet ideology and tradition that placed reform, not Stalinism, in the mainstream of Soviet politics.

Other "revisionists" joined him. What Cohen did for ideology and tradition, Professor Jerry Hough of Duke University and the Brookings Institute did for the patterns and processes of change within the political system. Hough's Soviet Leadership in Transition (1980) found a new model for explaining change in Soviet politics. This is the model of generational change as the underlying force that has induced political changes from 1917 to the present. The accent on social and cultural forces behind Soviet politics has produced the most convincing and best explanation of the rise of "perestroika" in the 1980s with the publication of the University of Pennsylvania's Moshe Lewin's The Gorbachev Phenomenon (1988).

Revisionism has not established a new paradigm for analyzing Soviet politics and probably does not aspire to such a role. Authors like Cohen, Hough, Lewin and others have succeeded in discrediting the intellectual respectability of any simplistic model for Soviet politics and in demonstrating the complexity and diversity that have shaped and continue to shape Soviet ideology and drive the system through successive changes.

Reform in Both Countries

Reform has come to Soviet politics from within. A new leadership emerged in the mid-1980s and has initiated a serious and critical introspection on the part of Soviet society and its leadership to identify the need for change. The population should draw on the resources of its own traditions and ideology to chart the course for those changes. While visiting the United States for the Washington Summit in December 1987, Gorbachev explained how they came to such changes. He commented, "We looked at how we had done things in the past and realized that we could not continue in the same old ways and the old ways of thinking." It is time that we, too, look again at how we have approached Soviet studies in the past and recognize that we cannot continue the old ways of thinking. If our goal is to understand better that country's political past, present and future, it is time to reform our way of thinking.

THE FOREIGN POLICY OF THE USSR

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Winston Churchill once described the USSR as "a riddle wrapped in an enigma." This description may be applied to foreign as well as domestic policy. At times in its seventy-one-year history, Soviet foreign policy has been highly ideological; at other times, pragmatic. Even during a single regime or administration, foreign policy has shifted its orientation. Nonetheless, some basic patterns have prevailed since 1917 -- patterns that may be breaking down, to some extent, in the Gorbachev era.

Lenin's view of the world shaped Soviet foreign policy from 1917 to 1924 and established the basic patterns for Soviet foreign policy that have, more or less, persisted since that time. Some leaders, like Stalin, have interpreted Lenin's policies and theories very narrowly; others, like Khrushchev, Brezhnev and Gorbachev, have interpreted Lenin's theory more loosely.

The theory of "two camps" (that is, that the world is divided into a socialist camp and a capitalist camp), lies at the heart of Soviet foreign policy. Lenin transposed the Marxist class struggle between the worker and the capitalist to the international arena as a struggle between the fledgling Soviet Republic and the developed capitalist world. Lenin sought a "breathing space," or respite, for the young Soviet Republic and, as a consequence, argued for "peaceful coexistence" between capitalism and socialism. Lenin was not sanguine about the longevity of peaceful coexistence, maintaining that sooner or later there would be a military showdown between the two camps. He then asked: Kto Kogo? Who will defeat whom?

Lenin worked hard to establish relations with the capitalist world and with countries of the "east" -- the Third World -- near the USSR. Before Lenin's death in 1924, the USSR made a breakthrough in terms of relations with some Western states although diplomatic relations with Germany were begun in 1922. Lenin approached foreign policy with confidence despite his inexperience in governing and was respected by foreign visitors who met with him. Formal recognition from England and other major European states, except for Weimar Germany, occurred shortly after Lenin's death.

Stalin (1924-53), Lenin's successor, had little experience in foreign policy and lacked Lenin's personal confidence in dealing with foreigners. Unlike other prominent early revolutionaries, Stalin had not lived or traveled abroad. Beset with xenophobia, Stalin narrowly interpreted "peaceful coexistence" and frequently predicted its demise. His skepticism, however, did not prevent the USSR from joining the League of Nations in the 1930s, seeking U.S. recognition in 1933, or seeking an accord with Nazi Germany in 1939. Stalin outwardly at least set aside his xenophobia during World War II and made an alliance with the

USA and Great Britain against Nazi Germany after the German invasion of the USSR.

World War II diplomacy (1941-45) marked the high point of Stalin's foreign policy. At the bargaining table, Stalin obtained considerable concessions from his Western allies. Combined with the victories of the Soviet army in Eastern Europe, the Soviet Union emerged from World War II devastated at home, but the second greatest power in the world, with spheres of influence in Eastern Europe and Asia.

During the Cold War (1945-53), Soviet influence grew in Eastern Europe, and Stalin tightened his control over the "friendly" governments that had been established in the aftermath of the Nazi defeat. By 1949, Soviet control over Eastern Europe, except for Tito's Yugoslavia, was consolidated, and the term "satellite" was frequently used to describe the countries of Eastern Europe governed by pro-Moscow communist leaders, while more nationalist communist leaders were in jail or in retreat. Apart from its relations with other socialist states, the USSR lived in relative isolation, alienated from the West and oblivious to, or skeptical of, the emerging Third World nations.

After Stalin's death in 1953, the USSR emerged from isolationism under Malenkov (1953-55) and Khrushchev (1953-64). By 1955-56, the USSR had begun to establish good relations with key nations of the Third World, such as India and Egypt. It also reopened negotiations with the West at the Geneva Conferences of 1954 (which concerned Korea and Indochina) and the 1955 (the Soviet-American summit). In 1956 Khrushchev redefined peaceful coexistence, restoring a warmer, more Leninist atmosphere and adding a stronger element of competition with the West. His policy is often termed "competitive coexistence." Khrushchev, aware of the danger of nuclear weapons, also argued that the issue of "Kto Kogo?" could be settled economically, without a military showdown, since he was convinced that socialism could and would prove superior to capitalism as an economic system. His optimism created temporary elation among the Soviet people -- elation that was deflated once when the USSR was forced by its poor harvest to buy grain in the West in 1964 and again when his successors Brezhnev and Kosygin argued that Khrushchev's "harebrained schemes" had hindered Soviet economic development. The new leaders de-emphasized economic competition with the West, sending a message to the Soviet people that the USSR would not surpass the American standard of living by 1980 as Khrushchev had promised.

In terms of foreign policy, the USSR in the Khrushchev era (1953-64) had both successes and failures. The frequent meetings with Western and key Third World leaders were a success in the eyes of the Soviet leadership, even if the results were often less effective than desired. The conflict with China was perhaps Khrushchev's greatest failure, although the Sino-Soviet split may have been inevitable. Had the countries been led by different personalities, however, the level of acrimony during the split might have been less. The Berlin Wall and the Cuban Missile Crisis may be seen as either successes or failures, depending upon the factors emphasized. The acquisition of Cuba, only 90 miles from the U.S., as a client state and the Moscow Test Ban Treaty of 1963 were notable successes for the Khrushchev leadership.

The Brezhnev era (1964-82), which did not substantially improve the Soviet domestic situation, was nevertheless successful in foreign policy. In particular, the foreign policy of the first Brezhnev decade was marked by the ascendancy of

detente. Regardless how Brezhnev is criticized now or in the future for Soviet economic stagnation in the 1970s, he deserves credit for his role, together with prominent Western leaders, in promoting detente. In the latter part of the Brezhnev era, foreign policy deteriorated, along with the health of the senior Politburo leadership. Afghanistan may be regarded as the folly of a small group of aging leaders, and the USSR paid a high price for Afghanistan in world opinion, as well as in Soviet manpower and resources. On the other hand, in the aftermath of the Vietnam war, the USSR consolidated its influence in Vietnam without much foreign criticism.

The early years after Brezhev (1983-85) were marked by few foreign policy initiatives. The ascendancy of Gorbachev (1985-present) marked a new era in Soviet foreign policy, characterized by "new thinking" (novoe myslenie). Gorbachev's Politburo has taken a more pragmatic approach to the West and the Third World, although the "two camps" notion remains. Soviet spokespersons frequently refer to the "perestroika" (restructuring) of foreign policy, comparable to the "perestroika" of the economic system.

In the contemporary Soviet Union, there is considerable discussion among "liberals" like Yakovlev, who argue for greater pragmatism in foreign policy, and "conservatives" like Ligachev, who argue that the class struggle cannot be abandoned. The September 1988 Plenum of the Central Committee of the Communist Party promoted Yakovlev to general supervision of Soviet foreign policy and moved Ligachev from Party Secretary for Ideology (a key post for foreign and domestic policy) to Party Secretary for Agriculture. This move is seen as a demotion for Ligachev, who had been generally regarded as second only to Gorbachev in the Politburo.

As this essay goes to press, liberals appear to prevail in foreign policy, but the situation is fluid. Foreign Minister Shevarnadze has urged that "glasnost" (openness) be extended to foreign policy as well as to domestic issues. As a consequence, the traditional, patriotic view that the Soviet Union is always right in foreign policy is beginning to be break down in the media and in scholarly journals.

In the immediate future, one can anticipate that Soviet foreign policy will be marked by moderation and caution. There will be minimal support for revolutionary groups, other than those to whom the USSR has already made a substantial commitment. The USSR will continue its policy of mutual accommodation with the West and will seek to preserve socialist regimes in Eastern Europe and Asia. Any changes in foreign policy are likely to be subtle and gradual, and not sudden or earthshaking.

Some Key Terms for students to explore:

1. Peaceful coexistence
2. Two camps
3. Kto kogo?
4. New thinking
5. Many roads to socialism
6. Third World
7. Detente
8. Zone of peace
9. Socialist commonwealth
10. Glasnost
11. Perestroika

Some Important Figures/Organizations in Soviet Foreign Policy since 1917:

1. Lenin
2. Stalin
3. Chicherin
4. Litvinov
5. Molotov
6. Gromyko
7. Khrushchev
8. Brezhnev
9. Kosygin
10. Gorbachev
11. Shevarnadze
12. Politburo
13. Secretariat
14. Ministry of Foreign Affairs
15. KGB
16. Ministry of Foreign Trade

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RESOURCE MATERIAL ON GOVERNMENT AND FOREIGN POLICY

CLASSROOM MATERIALS: FOR THE STUDENT

Bandy, Patricia. Current Issues. "Critical Issues Confronting the Nation and the World." Close Up Foundation, 1988.
10-12 Social Studies. NA.

This text provides opposing viewpoints on many issues concerning the Soviet Union.

Barlow, Pamela. Through the Year in the USSR. "Through the Year" series. London: Batsford Academic and Educational Ltd, 1981.
7-9 Social Studies. $14.95.

This charming work is a useful introduction to contemporary Soviet life. It includes many tables, maps, and photographs. Vaillant.

Bender, David L. The Arms Race. San Diego: Greenhaven Press, 1985.
10-12 Current Affairs. $6.95, paper.

_____. Foreign Policy Annual. San Diego: Greenhaven Press, 1986.
10-12 Current Affairs. $9.95, paper.

_____. Soviet-American Debate. San Diego: Greenhaven Press, 1988.
10-12 Current Affairs. $9.95, paper.

This series is very useful in that it provides opposing views on issues related to Soviet/U.S. relations. They are part of the Opposing Viewpoints Series.

Bingham, Marjorie Wall and Susan Hill Gross. Women in the USSR. St. Louis Park, MN: Glenhurst Publications, 1980.
10-12 Women's Studies. $8.95, paper.

This work presents the role of women in Russian and Soviet history through selections taken from diaries, travelogues, and biographies and includes a teacher's guide.

Black, Eric. Rethinking the Cold War. Minneapolis: Paradigm Press, 1988.
10-12 Social Studies, Current Studies. $9.95, paper.

This book is a compilation of articles that appeared in the Star Tribune during the summer of 1988. The author encourages the reader to rethink the Cold War by offering a well documented and readable analysis of its origins and consequences.

Bodin, Wes and Michael Corcoran. Soviet Union: People, Politics, and Power. Minneapolis: Star Tribune, 1986.
10-12 Social Studies. 12 cents each, classroom sets.

This is an indispensible and inexpensive first source in teaching about the Soviet Union. Tabloid.

Bookbinder, Alan and Olivia Lichtenstein, et al. Comrades: Portraits of Soviet Life. New York: New American Library, 1986.
10-12 Current Affairs. $10.95.

These essays on the lives of some contemporary Soviet people of diverse backgrounds and occupations are the companion book to the BBC program of the same title.

Butson, Thomas. Mikhail Gorbachev. "World Leaders Past and Present" series. New York: Chelsea House, 1986.
10-12 Current Affairs, Social Studies. $9.95.

Though one of the few biographies of Gorbachev suited for the classroom, Butson's work will prove challenging for most students. Vaillant.

Cash, Anthony, ed. Lenin. London: Jackdaw Publications Ltd., 1972.
9-12 Social Studies. $11.95.

This work provides an excellent and comprehensive biography of Lenin. Jackdaw kits are collections of historical documents and "exhibits" which, combined with information broadsheets, provide a thorough investigation of selected historical and biographical topics. Vaillant.

Clark, James. The Soviet Union. Evanston: McDougal, Littell & Co., 1985.
10-12 Social Studies. $6.39, paper.

This work is divided into two sections. The first, "A Nation's Roots and Growth" (four chapers), addresses the development of Russia from its beginnings to Khrushchev from a sociopolitical, cultural, and economic perspective. The second section, "Soviet Life Today" (eight chapters), discusses the effects of Soviet government on education, rural and urban life, the arts, and the roles of the Church, family, and women. Vaillant.

Cohen, Stephen F. Sovieticus: American Perceptions and Soviet Realities. New York: W.W. Norton, 1986.
11,12 Current Events. $7.95.

A collection of columns from The Nation, this book attempts to provide a balance to what the author sees as "inadequate [American] press coverage." ESR.

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11,12 Social Studies, Current Events. $12.50, paper.

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10-12 Social Studies, Cultural History. $12.95, paper.

This is a useful guide for travelers to the Soviet Union.

Ehlers, Robert and Fred Schulze, et al. The USSR Today: Perspectives from the Soviet Press: The Gorbachev Era, 7th ed. Columbus, OH: Current Digest of the Soviet Press, 1988.
10-12 Current Affairs. Single copy $20.00; multi. copy $13.00.

A collection of articles addressing Gorbachev's reforms during the period 1986-88, this book has three parts, "Perestroika: Economic Reform, Political Reform"; "Glasnost and Society"; and "Culture and the Arts." It is intended primarily as a supplemental reader for college and high school courses.

Goode, Stephen. The End of Detente? US-Soviet Relations. New York: Franklin Watts, Impact Books, 1981.
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This brief, chronological history of detente is organized into three sections, each dealing with a different phase in the development of foreign policies conducted by the Soviet Union and the United States.

Hansson, Carola and Karin Liden. Moscow Women: Thirteen Interviews. New York: Random House, Inc., 1983.
11,12 Women's Studies, History. $7.95, paper.

This work is an account of thirteen interviews conducted by two Swedish journalist with Soviet women from various walks of life. The work also includes brief discussions of relevant social issues: day care, politics, divorce, and income. Vaillant.

Jacksan, W.A. Soviet Union. Mill Valley, CA: Gateway Press, 1988.
5-8 Social Studies. $7.95, paper.

This work offers a general introduction to the Soviet Union in terms of geography, history, foreign policy, Soviet culture, and Soviet peoples.

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10-12 History. $14.95, paper.

This book includes papers and dialogues which grew out of the 1988 Dartmouth Conference, the latest in a 30-year series of dialogues between leaders in the U.S. and the Soviet Union. Convened by the Kettering Foundation, the dialogues focus on perestroika and the economy, political and media changes in the Soviet Union, democracy and the changing relationship between the U.S. and the Soviet Union.

Ludlow, Hope. The Soviet Union and Eastern Europe. New York: Scholastic Books, 1973.
6-12 Social Studies. $4.45, paper.

This narrative account of the Soviet Union and Eastern Europe concentrates on the lives of its people. It offers an integrated anthropological, economic, sociological, geographic, and historical perspective. It includes a twenty-four page photo essay as well as many maps, charts, illustrations, and other photographs. Vaillant.

Leone, Bruno. The Isms: Modern Doctrines and Movements: Communism. San Diego: Greenhaven Press, 1986.
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_____. The Isms: Modern Doctrines and Movements: Capitalism. San Diego: Greenhaven Press, 1986.
10-12 Current Affairs. $7.95, paper.

These very useful works provide opposing views of the ideologies that influence relations between the Soviet Union and the United States. Part of the Opposing Viewpoints Series.

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7-12 Social Studies, History. $3.95, paper.

This is the complete text of the political work that has exercised such influence on the modern world. First published in 1848, it is an essential primary source for any course work in Soviet Studies.

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This 700 page anthology contains selections from many of their most important works: "Contribution to the Critique of Hegel's Philosophy of Right," Economic and Philosophical Manuscripts of 1844, The Grundrisse, and Capital. It also includes an excellent interpretive introduction by the editor.

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A very helpful analysis of U.S. foreign policy and the Soviet Union, this book provides students with a balanced format of interpretations of our relationship with the Soviet Union.

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This beautifully illustrated work offers a photographic picture of the Soviet Union.

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This collection of Soviet press articles includes much on glasnost, in addition to articles on Chernobyl, the Writers' Congress, the 27th Congress of the CPSU, Soviet attitudes toward nuclear disarmament, and the "human factor" in Soviet life. Published annually.

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This work is a collection of two-page character sketches of men and women of the European part of the Soviet Union.

Pond, Elizabeth. From the Yaroslavsky Station. New York: Universe.
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This is travelogue and social commentary narrated by the author as she traveled on the Trans-Siberian Railway.

Sacks, Michael Paul and Jerry G. Pankhurst. Understanding Soviet Society. Winchester, MA: Unwin Hyman, 1988.
11,12 Social Studies. $14.95.

Smith, Hedrick. The Russians. New York: Ballantine Books, 1984.
10-12 Current Affairs. $4.95, paper.

This is a provocative view of Soviet life by a New York Times reporter who spent several years in the Soviet Union in the 1970s.

Smith, Samantha. Journey to the Soviet Union. Boston: Little, Brown & Co., 1985.
Elementary Social Studies, Literature.

This work recounts the actual experience of a young girl's visit to the Soviet Union.

Snow, Roberta. Raising Questions: Thinking about the Soviet Union. "Secondary Teaching Activities for the Days of Dialogue." Cambridge, Mass.: Educators for Social Responsibility, 1986.
10-12 Social Studies.

The Soviet Union. Library of Nations Series. New York: Time-Life Books, 1986.
7-12 Current Affairs. $15.95.

This work concentrates on the everyday life, natural setting, cultural diversity, history, art, and politics of the Soviet Union. It has over 150 photographs. Vaillant.

Tikhonov, N.A., Chairman of the Council of Ministers of the USSR. Selected Speeches and Writings. "Basic Trends of Economic and Social Development of the USSR: 1981-1985 and until 1990." New York: Pergamon, 1982.
11-12 Social Studies. $61.00.

Report presented by the minister to the 26th Congress of the CPSU. ESR.

Willis, David K. Klass, How Russians Really Live. New York: Avon Books, 1987.
10-12 Social Studies. NA.

Working Toward Peace: Negotiating a More Secure World. Minneapolis: Honeywell and the Minnesota Department of Education, 1988.
9-12 Current Events. Free.

This useful tabloid provides a short history and assessment of the current relationship between the Soviet Union and United States. It includes study questions, charts, graphs, and black and white photographs.

RESOURCE AND SUPPLEMENTARY MATERIALS: FOR THE TEACHER

Afanasyev, V.G. Historical Materialism. New York: International Publishers, 1987.
10-12 Social Studies, History. $4.95, paper.

According to the author, "Marx and Engels revealed the dialectical character of development not only of nature but also of society, creating thereby the only scientific theory of social development, historical materialism." This work explains what historical materialism is.

Albert, Michael and Robin Hahnel. Marxism and Socialist Theory. Boston: S. End Press, 1981.
10-12 Social Studies. $8.50, paper.

This work offers an original perspective useful for analyzing "existing socialist" societies. It is a useful work for educators teaching Marxism to Western students.

Alexeyeva, Ludmilla. Soviet Dissent: Contemporary Movements for National, Religious and Human Rights. Middletown, CT: Wesleyan University Press, 1987.
10-12 Current Events, Social Studies. $15.95, paper.

A well-documented scholarly history and analysis of dissent in the Soviet Union, this work covers such topics as national self-determination, Jewish emigration, religious liberty, human rights, and social and economic justice.

Baron, Salo W. The Russian Jew Under Tsar and Soviets. New York: Schocken Books, 1987.
10-12 Social Studies. $14.95, paper.

Beginning with the earliest known settlements of Jews in Russia, this work discusses the important role Jews have played in the development of modern Russia. It also recounts the history of official persecution they have endured under the tsars and Soviet government.

Bialer, Seweryn, and Michael Mandelbaum. Global Rivals: The Forty-Year Contest of Supremacy Between America and the Soviet Union. New York: Knopf, 1988.
10-12 Foreign Policy, History. $18.95.

This work provides an interesting analysis of the development and nature of American and Soviet relations since the end of World War II.

_____, ed. Gorbachev's Russian and American Foreign Policy. Boulder, CO: Westview Press, 1988.
10-12 Foreign Policy, Current Events. $15.95, paper.

This collection of essays on Soviet foreign policy by experts in the field provides an excellent analysis of the Soviet policy of Mikhail Gorbachev.

Bronfenbrenner, Urie and John C. Condry, Jr. Two Worlds of Childhood: US and USSR. New York: Simon & Schuster, Inc., 1972.
10-12 Sociology, Psychology. $9.95, paper.

This comparative study addresses Soviet child-rearing and educational techniques from a sociological and psychological perspective. It is well-illustrated with photographs and poster reproductions. Vaillant.

Catudal, Honore M. Soviet Nuclear Strategy from Stalin to Gorbachev. Atlantic Highlands, NJ: Humanities Press, 1988.
10-12 Political Science. NA.

This is an excellent, objective treatment of Soviet nuclear strategy by a Minnesota-based nuclear weapons expert.

Conway, David. A Farewell to Marx: An Outline and Appraisal of His Theories. New York: Penguin Books, 1987.
10-12 Political Science. $6.95, paper.

This work offers a critical analysis of Marxist political and economic theory, ideology, and critique of human nature. The author concludes that Marxism is fundementally flawed.

Corson, William and Robert Crowley. The New KGB: Engine of Soviet Power. New York: Morrow & Co., 1987.
10-12 Current Affairs, Social Studies. $10.95, paper.

This book describes and analyzes this powerful area of the Soviet government. ISAR.

Daniels, Robert V. A Documentary History of Communism. Volume I: Communism in Russia. Harvard: University Press of New England, 1984.
10-12 Political Science, History. $14.95, paper.

Dibbs, Paul. The Soviet Union: The Incomplete Superpower. Urbana: University of Illinois Press, 1988.
10-12 Current Events. $12.95, paper.

This work offers a well-documented and balanced analysis of Soviet foreign and security power, grounded in the domestic political, economic, and technological elements of Soviet society.

Frankland, Mark. The Sixth Continent: Mikhail Gorbachev and the Soviet Union. New York: Harper & Row, 1987.
10-12 Current Affairs. $8.95, paper.

This narrative of the events leading up to and including Mikhail Gorbachev's rise to power is both readable and thought provoking.

From Below. US Helsinki Watch Committee, 1988.
10-12 Current Affairs.

This publication chronicles the activities of independent peace and environmental movements in the Soviet Union and Eastern Europe. Address: World Without War Council, 1514 NE 45th St., Seattle, WA 98105. ISAR.

Galbraith, John Kenneth, and Stanislav Menshokov. Capitalism, Communism and Coexistence: From a Bitter Past to a Better Prospect. Boston: Houghton Mifflin, 1988.
10-12 Current Events. $17.95.

This work is a transcription of a public discussion between these two highly respected critics of Soviet-American relations. The focus of the work is on the recent reforms in Soviet society, existing and potential.

Gervasi, Tom. Soviet Military Power: The Pentagon's Propaganda Document, Annotated and Corrected. New York: Random House, 1988.
10-12 Social Studies, Current Events. $14.95, paper.

This provocative work takes on Defense Department assessments of Soviet military strength and advances some very convincing arguments that they are incorrect. The text consists of reprinted pages of a government publication entitled Soviet Military Power with extensive critical annotations by Gervasi.

Gorbachev, Mikhail. Perestroika: New Thinking for Our Country and the World. New York: Harper & Row, 1988.
10-12 Current Events. $8.95, paper.

An interesting book by the man who created and implemented Perestroika. A very useful primary resource for the teacher.

_____. Selected Speeches and Articles. Moscow: Progress Publishers, (Chicago: Imported Publications), 1987.
10-12 Current Events. $13.95.

Published in the Soviet Union, this work will prove a useful primary resource for those interested in forming their own interpretations of Gorbachev and his reforms.

Gromyko, Anataly, and Martin Hellman. Breakthrough: Emerging New Thinking: Soviet and Western Scholars Issue a Challenge to Build a World Beyond War. New York: Walker, 1988.
10-12 Current Events. $9.95, paper.

This work is a very interesting collection of essays on global issues by important Soviet and Western scholars. The essays are arranged thematically so as to illustrate the necessity for global thinking in a world dangerously close to nuclear conflict.

Hasbutt, Fraser. The Iron Curtin: Churchill, America, and the Origin of the Cold War. New York: Oxford University Press, 1986.
10-12 Current Events. $14.95.

This work offers a critical view of currently accepted interpretations of the Cold War. Its compelling argument makes for very interesting reading.

Hawkes, Nigel, et al. Chernobyl: End of the Nuclear Dream. New York: Random House, 1987.
10-12 Current Events. $4.95, paper.

This work by reporters for the British newspaper the Observer offers a journalistic account of the Nuclear accident at the Chernobyl Nuclear power plant.

Hecht, Leo. The USSR Today: Facts and Interpretations. Springfield, VA: Scholasticus Publishing, 1987.
9-12 Social Studies. $12.95, paper.

This work, divided into twenty-eight chapters, covers a variety of subjects including geography, politics, the military, housing, health care, education, the performing arts, women, marriage, and dissidence. The appendices also include useful information: important terminology, the Constitution of the USSR, and Communist Party Statutes. Vaillant.

Heller, Mikhail. Cops in the Wheel: The Formation of The Soviet Man. New York: Knopf, 1988.
10-12 Sociology, Social Studies. $22.95.

This witty critique of Soviet social engineering identifies three government strategies: first, to treat the citizenry as children; secondly, to "nationalize time"; and thirdly to use totalitarianism's irrational psychological powers--inventing miracles, claiming secrets, and asserting authority--to control the populace.

Hill, Ronald J. and Bogdon Szajkowski, ed. Soviet Union: Politics, Economics, and Society. Boulder, CO: Lynne Rienner.
10-12 Social Studies. $11.95.

This good overview of the Soviet political system contains excellent tables and is concise.

Holloway, David. The Soviet Union and the Arms Race. New Haven: Yale Press, 1984.
10-12 Current Affairs, History. $9.95 paper.

Holloway analyzes such current issues as nuclear proliferation, military strategy, and foreign policy in the context of Soviet history. Highly recommended by The Bulletin of the Atomic Scientists.

Hough, Jerry. Russia and the West: Gorbachev and the Politics of Reform. New York: Simon & Schuster, 1988.
10-12 Current Events. $19.95.

This work offers an explanation of the social, political, economic, and historical forces underlying glasnost. Hough also suggests ways in which the United States can restate its relationship with the Soviet Union in response to the reforms.

Karklins, Rasma. Ethnic Relations in the U.S.S.R. The Perspective From Below. Boston: Unwin Hyman, 1986.
10-12 Current Events, Social Studies. $16.95, paper.

Using an ethnic perspective and a combination of political and sociological methods, Karklins identifies patterns of ethnic relations among the major nationalities.

Kennan, George. The Nuclear Delusion: Soviet-American Relations in the Atomic Age. New York: Pantheon Books, 1983.
11,12 Political Science. $6.95, paper.

This work is a collection of the speeches, interviews, and published articles of this respected diplomat and scholar of Soviet/Russian history. Kennan has long been a refreshingly balanced commentator on Soviet life. Vaillant.

Kingston, Robert J. Perestroika Papers: An Exercise in Supplemental Diplomacy. Dubuque: Kendall/Hunt, 1988.
11,12 Current Affairs. NA.

This book and the videotaped program that complements it bring together a series of observations on the process of perestroika in the Soviet Union. They are observations by Soviet officials who have helped General Secretary Gorbachev design and carry out perestroika. (Kingston)

Laird, Robin F., ed. Soviet Foreign Policy. Vol. 36. No. 4. New York: Academy of Political

Science, 1987.
10-12 Foreign Policy. $12.95.

This is a collection of essays on Gorbachev's policies. ISAR.

_____, and Erik Hoffmann, eds. Soviet Foreign Policy in a Changing World. Adeline de Gruyter, 1986.
10-12 Foreign Policy. $27.95, paper.

McCauley, Martin, ed. The Soviet Union Under Gorbachev. New York: St. Martin's Press, 1987.
10-12 Current Affairs. $14.95.

This is an anthology of essays by leading Soviet specialists on various aspects of contemporary Soviet Union.

McLellan, David. Marxism and Religion. New York: Harper & Row, 1987.
10-12 Current Events, Social Studies. $18.95.

According to the jacket notes, "this book examines the various Marxist attitudes toward religion as they have evolved over the last century and, in a substantial conclusion, assesses the overall validity of the Marxist critique of religion.

McMauley, Michael, ed. The Soviet Union Under Gorbachev. New York: St. Martin's Press, 1987.
10-12 Current Events, Social Studies. $14.95.

In this collection essays, experts on the Soviet Union discuss a variety of issues facing Gorbachev, advancing generally optimistic interpretations.

Medvedev, Zhores. Gorbachev. New York: W.W. Norton. 1987.
10-12 Social Studies. $7.95 paper.

Medish, Vadium. The Soviet Union. 3rd ed. New York: Prentice Hall, 1987.
10-12 Social Studies. $24.00, paper.

This is a basic text on the Soviet political, economic, and social structure.

Naylor, Thomas. The Gorbachev Strategy: Opening the Closed Society. Lexington, MA: Lexington Books, 1987.
10-12 Current Affairs, Social Studies. $19.95.

Naylor defines "radical reform" in the USSR--in culture, economy, political structure, and foreign policy. ISAR.

Newby, Eric. The Big Red Train Ride. New York: Penguin Books, 1980.
10-12 Social Studies. $5.95, paper.

This travelogue recounts the 6,000-mile, 1977 journey of this British journalist on the Trans-Siberian Railway. Not strictly objective, Newby's work should be read as a personal account.

Nogee, Joseph L. and Robert H. Donaldson. Soviet Foreign Policy since World War II. 2nd ed. Elmsford, NY: Pergamon, 1988.
10-12 Foreign Policy. $14.95.

This provides an overview of Soviet foreign policy.

Novak, Michael. Taking Glasnost Seriously: Toward an Open Soviet Union. Washington, D.C.: American Enterprise Institute for Public Policy Research, 1988.
10-12 Social Studies, Current Events. $9.75.

This work is a collection of speeches by Ambassador Novak on a variety of Soviet-related subjects, including the suppression of religion, the denial of freedom of association, and the violation of the rights of national minorities.

Pond, Elizabeth. From the Yaroslavsky Station: Russia Perceived. 3rd ed. New York: Universe Books, 1988.
10-12, Social Studies, Current Events. $12.95, paper.

This portrait of contemporary Soviet life focuses on such topics as the intelligentsia, the consumer, domestic and foreign policy, ethnic minorities, and the position of women in society.

Prokhorov, A.M., ed. The Great Soviet Encyclopedia. Moscow: Soviet Encyclopedia, 1970-
7-12 Reference. NA.

This is an English translation of Bolshaia sovetskaia entsiklopdiia, 3rd ed. It is generally useful, although the interpretations at times are not objective.

Pushkarev, Sergei and Gleb Yakunin. Christianity and Government in Russia and the Soviet Union. Boulder, CO: Westview Press, 1988.
10-12 Social Studies, History. $17.95.

Pushkarev's essay examines the role of the Orthodox Church in Russian History and explains the Church's current situation. ISAR.

Rubinstein, Alvin. Soviet Foreign Policy Since World War II: Imperial and Global. New York: Random House, 1988.
10-12 Foreign Policy. $19.95.

Sacks, Michael Paul and Jerry G. Pankhurst, Understanding Soviet Society. Boston: Urwin & Hyman, 1988.
10-12 Current Events, Social Studies. $14.95.

This collection of essays examines Soviet life in terms of ethnic, class, regional, and gender differences; it also takes on Western generalizations about Soviet society and the nature of the recent reform movement.

Saivetz, Carol, ed. The Soviet Union in the Third World. Boulder, CO: Westview Press, 1988.
10-12 Social Studies. NA.

This collection of essays is based on seminars at Harvard's Russian Research Center. ISAR.

Schapiro, Leonard. Russian Studies. New York: Penguin Books, 1988.
10-12 Social Studies. $9.95, paper.

This collection of well-written essays by the author covers a wide range of topics on the Soviet Union: Liberalism and Law, Marxism and the Revolution, and Literature and Ideas.

Sowell, Thomas. Marxism: Philosophy and Economics. New York: William Morrow & Co., 1985.
10-12 Social Studies. $6.95.

Intended as both an introduction for those unfamiliar with Marxism and a critique of existing interpretations, Sowell's work provides a useful analysis of the subject.

Taubman, William. Stalin's American Policy: From Entente to Detente to Cold War. New York: W.W. Norton, 1982.
10-12 Foreign Policy, History. $18.95.

This very readable book argues convincingly that detente was the foreign policy goal not only of Stalin but of his predecessors and successors as well. Horak.

Thubron, Colin. Where Nights are Longest: Travels by Car Through Western Russia. New York: Random House, Inc., 1984.
11,12 Travelogue. $16.95.

This is the author's account of his 10,000 mile car journey across the Soviet Union. Anyone interested in the Soviet Union will find this very enjoyable reading.

Ulam, Adam. Expansion and Coexistence: The History of Soviet Foreign Policy, 1917-1973. New York: Holt, Reinhart & Winston, 1974.
10-12 Foreign Policy. $19.95.

This chronologically organized work offers a thorough and judicious interpretation of Soviet foreign policy, focusing on specific events, trends, external and internal circumstances, and the leaders. Horak.

THE SOVIET ECONOMY: PAST AND PRESENT

by Susan Alexander
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Beginning with the modernization attempts of Peter the Great in the 1700s, efforts to reform the Russian economy have a long history. By the end of the nineteenth century, a two-tiered economy had emerged. While Russian agriculture remained at a peasant level and consumer goods were at the handicraft stage, heavy industry had fully entered the industrial age. According to Lenin, this discrepancy between a high productivity and a low standard of living sectorally and geographically fomented the unrest that supported his Marxist revolution. While not a classic case of the mature capitalistic country, which Karl Marx foresaw as the vanguard of the overthrow of the market system, Russia nevertheless became the first to adopt communism after the 1917 Revolution.

In the early stages of Communism, the Soviet Union under Lenin naively invoked Marx's quite sketchy vision of a post-capitalist condition. Initially, Lenin abolished all use of money, reverting to a barter economy. So disastrous was the resulting confusion that the ruble was quickly revived. However, to mitigate money's "exploitative" possibilities, all interest on loans and wage employment of one individual by another were prohibited. Land, plants, and machinery were owned by the state or, in some agricultural cases, by communes -- but not privately. While such innovations attacked the issue of exploration of workers by the owners of capital, they begged the questions that must be answered by any economic system: what goods should be produced, how, and for whom? An economic void remained until Josef Stalin centralized economic decision-making in the hands of the state. His action was surely ironic in light of Marx's vision of a stateless, classless post-revolution society.

Gosplan's Role

Under Stalin, the government -- and in particular an agency called Gosplan -- began formulating and implementing Five Year Plans. In a country three times the size of the United States and with roughly equivalent population, the preparation of the plan is an immense task. It begins with information gathered from directors of the state-owned enterprises, filtered through the various ministries of industry. The Gosplan then feeds this information into detailed tables of production and arrives at possible levels of production for each good and service. Called input-output tables, these calculations are now done by computer. The Gosplan then matches these possible output combinations against the goals of the state. Since these goals have usually been slanted in favor of high growth and security, heavy industry and military production are usually allocated the lion's share of resources.

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The culmination of this planning process is the "tekhpromfinplan," a series of directives sent to managers of each state enterprise. Managers are then obligated to meet the output goals set for the enterprise -- their jobs depend on it. Although bonuses are given for exceeding quota, directors are reluctant to outperform the directives for fear of increased expectations. In addition to specification of output and value of sales, tekhpromfinplans also include delivery contracts, profit targets, budget allocations from the state, allocation plans, innovations to be adopted, and volume of inputs. All these items can be specified so harshly that they serve to undermine an overly successful manager.

Because heavy industry and the military are favored by the tekhpromfinplans, relatively few inputs remain available for the production of consumer goods and services. In a market economy, such short supplies of consumer goods would result in rising prices, thus rationing available quantities and providing incentives to producers to offer more of these products in the future. In the Soviet Union, not only would such incentives be irrelevant in a system of quotas and orders for managers, but prices themselves are not flexible in response to the demands of the buyers. Rather, prices are set by the central planners and changed only at wide intervals, often longer than ten years. The Gosplan ignores the value that consumers might place on goods, concentrating instead on disguising inflation and maintaining the illusion of cheap necessities. Although it sometimes attempts to eliminate vast shortages by using a variable levy, called the turnover tax, the Gosplan has failed to eradicate empty shelves and long lines for consumer goods.

Why the System Doesn't Produce

In the early days of central planning, the system appeared to benefit from this deprivation of consumers: growth rate rose, due to increased emphasis on investment in new capital goods, plants, and equipment. In the 1980s, however, it became apparent that the consumer sacrifice was becoming insupportably burdensome and that the pay-off of higher growth was slackening.

Low to zero growth rates of the GNP result from the aforementioned for managers to improve production. Worse yet, in efforts to blindly meet quotas, managers provide shoddy or entirely unsuitable goods. For example, when ordered to produce two million nails, an enterprise director who was unable to get materials manufactured only short, fragile brads. In an effort to correct this imbalance in available building materials, the planners ordered production of one million pounds of nails. To ease the difficulties of production, the manager proceeded to produce only heavy-duty studs suited to securing railroad ties!

Similarly poor incentives for workers contribute to the problem within the enterprise. Since they are guaranteed employment by the government with wages that are unrelated to productivity, workers have little reason to strive for greater efficiency and output. Faced with an unappealing and sometimes unavailable array of consumer goods, people turn to black markets and to abuse of alcohol which is responsible for much worker absenteeism. Alcoholism reduction efforts were, in fact, one of the first initiatives of the latest reformer of the Soviet economy, current premier Mikhail Gorbachev. Restricting hours during which alcohol can be sold and limiting quantities available in the stores, Gorbachev hopes to improve worker productivity (and therefore the GNP) as well as quality of life.

A Prognosis for Perestroika

Other aspects of Gorbachev's "perestroika" (economic reforms) have been more ambiguous. Unwilling to abandon Marxist principles of non-exploitation of the worker, Gorbachev has been restrained in incorporating market incentives into the command system. Giving greater autonomy to state enterprises, he allows reinvestment of their earnings and has narrowed directives to three requirements -- output minimums, production minimums, and fulfillment of contractual obligations. While prices are still set by central planners, enterprises have been granted authority to raise prices of higher quality goods by as much as 30 percent.

In the past year, impatience with the results of these reforms has emerged. Under Gorbachev's policy of "glasnost" (political openness), citizens have spoken out, complaining that consumer goods are no more available now than they were before perestroika. Many are particularly disgruntled by the dearth of alcohol. Gorbachev has responded by freeing much of agriculture from government control, in the hope that a greater abundance of food will increase support for an compliance with perestroika.

Farmers can now form cooperatives and take out long-term leases on state-owned land and set their own prices on much of their output. Given the great demand for more and better food, this would perhaps have been a better beginning step for reform than was cutting alcohol's availability. Furthermore, the incentive system appears to work extraordinarily well in farming. Previously farmers were entitled to the value of production from private plots one-half to one acre in size. Representing only three percent of total land in production, these plots provided an astounding one-third of all meat and milk, two-thirds of potatoes, and 40 percent of fruits and vegetables.

While promising, these and other steps to improve production and standard of living in the Soviet Union may prove too little and too late. An entrenched bureaucracy of central planners, ministries, and enterprise directors have much to lose and little to gain from perestroika, making immediate success unlikely.

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Bernstein, Morris. The Soviet Centrally-Planned Economy. 1984.

Bialer, Seweryn. "Inside Glasnost." Atlantic Monthly (February 1988).

Galbraith, J.K. "Can the Russians Reform?" Harpers (June 1987: 52-55.

Kennedy, Paul. "What Gorbachev Is Up Against." Atlantic (June 1987): 29-43.

Kogan, Felix. "The Sun Won't Keep Shining On Soviet Agriculture." Wall Street Journal (September 1985).

Lane, David. Soviet Economy and Society. London: Basil Blackwell, 1985.

Nove, Alec. An Economic History of Soviet Union. London: Pelican Books, 1983.

"The Soviet Economy." The Economist, April 9, 1988.

Steinberg, David. "Reforming Soviet Economy." Fortune (Nov. 25, 1985): 90-06.

RESOURCE MATERIAL ON ECONOMICS

CLASSROOM MATERIALS: FOR THE STUDENT

Gregory, Paul R. and Robert L. Stuart. Soviet Economic Structure and Performance. 3rd ed. New York: Harper & Row, 1986.
10-12 Economics. $33.95.

This work evaluates the Soviet economy in terms of resource allocation, reforms of the command economy, and economic and performance development. Horak.

Ingram, David. The Communist Economic Challenge. New York: Praeger, 1965.
11,12 Economics. NA.

A well-written study, touching selectively on the main weaknesses and strengths of Communist economies. Still relevant today. Horak.

Kaser, Michael. Soviet Economics. New York: McGraw-Hill, 1970.
11,12 Economics. NA.

This book offers an original and imaginative treatment of the Soviet economy intended for the general reader. It integrates ideological, historical, political, and social aspects with economic analysis.

Millar, James R. The ABC's of Soviet Socialism. Urbana: Univ. of Illinois Press, 1981.
11,12 Economics. $6.50.

Millar traces and evaluates the historical evolution of the Soviet economy from its revolutionary beginnings through the Brezhnev-Kosygin leadership -- analyzing Soviet leadership and central planning, labor and consumer markets, the principle of reciprocal exchange, the concept of private property, and parallels with capitalist economies.

Nove, Alec. The Soviet Economy: An Introduction. New York: Praeger, 1961.
11,12 Economics. $7.00, paper.

This is the landmark and standard work for the study of the Soviet economy and is marked both by clarity of style and breadth of material covered. Horak.

RESOURCE AND SUPPLEMENTARY MATERIALS: FOR THE TEACHER

Aganbegyan, Abel. The Economic Challenge of Perestroyka. Bloomington: Indiana University Press, 1988.
10-12 Economics. $18.95.

As one of the chief economic advisors to Mikhail Gorbachev, the author is playing a major role in the economic reforms known as perestroika. This work provides a vivid account of what has gone wrong with the Soviet economy and of what measures need to be taken to put things right.

Bornstein, Morris and Daniel Fusfeld. The Soviet Economy: A Book of Readings. Homewood, IL: R.D. Irwin, 1974.
10-12 Economics. NA.

This work examines three basic aspects of the Soviet economy: the fundamental strategy of central planning, the role of Marxist ideology, and a summary view of the principles of resource allocation. Horak.

Goldmaan, Marshall. Gorbachev's Challenge: Economic Reform in the Age of High Technology. New York: W.W. Norton, 1988.
10-12 Economics. $7.95, paper.

Just as industrial capitalism and mass production gave birth in part to the Russian Revolution, so Marshall in this interesting work argues for the impact of high technology on Soviet society and the nature of Gorbachev's reforms.

_____. The USSR in Crisis: The Failure of an Economic System. New York: W.W. Norton, 1983.
10-12 Economics. $6.95, paper.

This work takes the view that developments in the economic, social, and political spheres have all contributed to the crisis Gorbachev is currently faced with. Horak.

Gorbachev's Economic Plans. Washington D.C.: Joint Economic Committee, Congress of the United States, November 1987.
10-12 Economics. NA.

Hewett, Edward A. Reforming the Soviet Economy. Washington, D.C.: The Brookings Institution, 1986.
10-12 Economics, Social Studies. NA.

Hough, Jerry. Opening the Soviet Economy. Washington, DC: The Brookings Institution, 1988.
10-12 Economics. $8.95.

Hough proceeds from a discussion of the origins of economic reform in the Soviet Union to an analysis of international trade and new choices faced by the U.S. economy.

Medvedev, Zhores. Soviet Agriculture. New York: W.W. Norton Company, 1988.
10-12 Economics. $27.50.

Nove, Alec. The Soviet Economic System. 3rd ed. Winchester, MA: Unwin Hyman, 1986.
10-12 Economics. $17.95, paper.

This work integrates the treatment of both structure and problems as it discusses each sector of the Soviet economy. Korak.

_____. An Economic History of the USSR, Rev. ed. New York: Penguin Books, 1972.
11,12 Economics. $7.95, paper.

This work concentrates on the politics of the Soviet economy: economic policies, decisions, events, organizations, and conditions. It provides the reader with a very balanced view of the Soviet economic experience.

Pravda, A. and B. Ruble. Trade Unions in Communist States. Winchester: Urwin Hyman, 1986.
10-12 Economics. $34.95.

SOVIET LITERATURE

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The history of Russian literature begins in the eleventh century A.D., but the nineteenth century is regarded as its Golden Age. Poetry reached unprecedented heights in the first half of that century through the genius of Pushkin and Lermontov, and the second half saw the development of the realistic novel and the blossoming of the short story and drama genres through the work of Turgenev, Dostoevsky, Tolstoy, Chekhov and other writers. The first two decades of our century often are referred to as the Silver Age of Russian poetry. Both in poetry and in prose, this was a time of great creativity, especially in developing innovative techniques of literary language and style. These experiments continued throughout the 1920s.

In conventional usage, the adjective "Soviet" applies to Russian literature written after the November 1917 revolution. One must keep in mind, however, that this designation is inaccurate. "Soviet" is a geographical and ideological rather than a linguistic concept. The Soviet Union is a multi-national and multi-lingual concept. The Soviet Union is a multi-national and multi-lingual state; consequently, Soviet literature includes the writings both of Russian and of non-Russian authors (such as Lithuanians, Armenians and others). Therefore, when studying Russian-language literature of the period, one must be aware that it represents only part of the whole picture, however substantial that part may be. The ideological connotations of the term suggest that dissident and emigre writers with anti-Soviet views, e.g. Solzhenitsyn, should be excluded from the study of Soviet literature, but few Western scholars would be willing to take that approach. In a strict sense, then, one must speak not of "Soviet" but of "post-1917 Russian literature; nevertheless, the designation "Soviet literature" will be used in this essay for the sake of convenience.

Soviet literature falls into three periods: 1917-1929, or pre-Stalin; 1930-1953, or Stalin; and 1953 to the present, or post-Stain. If Gorbachev remains in power and continues his reforms of Soviet culture and society, it will be possible to speak of a Gorbachevian era in Soviet literature, with its own special characteristics.

The pre-Stalin period in Soviet literature was rich and creative. In the 1920s, the Communist party's policy regarding literature and the arts was quite tolerant, allowing considerable differences of opinion and freedom of formal experimentation. Various avant-garde movements from pre-revolutionary times, such as Futurists, continued to exist; new literary groups, such as the Serapion Brotherhood, were formed; and the intellectual and emotional fervor generated by the revolution helped writers to produce inspired and original works. Poetry flourished in the hands of Mayakovsky, Esenin, Pasternak, Mandelshtam and other talented authors. The short story genre continued to evolve through the work of such writers as Babel and Zoshchenko. Prose was further enriched by brilliant, stylistically

innovative short novels of Zamyatin, Pilnyak and Olesha and by longer novels -- more traditional in style but nevertheless outstanding in quality -- of Leonov and Sholokhov (the only non-dissident Soviet writer to win the Nobel Prize for Literature, in 1965). Much of Russian drama of the 1920s was experimental, challenging the tradition of Chekhovian realism.

Most Soviet writers were deeply affected by the events of the decade following what American journalist John Reed had described as "the ten days that shook the world." The themes of revolution, civil war and life in the new society were prominent in the works of many poets, novelists and playwrights. Those themes received realistic treatment in some works, but other literary modes also were popular, notably satire and speculative science fiction. Satirists of the 1920s included Zoshchenko, Bulgakov, Mayakovsky and the literary team of Ilf and Petrov. The most brilliant work of speculative science fiction was Zamyatin's anti-utopian novel We, which was to influence Orwell and other, later representatives of that genre. Even in the liberal climate of the 1920s, We's anti-totalitarian ideology was found to be too bold and the book was banned. Last but not least, the 1920s saw the growth of feminist literature under the influence of politician and writer Alexandra Kollontai.

If the pre-Stalin period was the zenith of Soviet literature, the Stalin period was its nadir. As the dictator solidified his power, all aspects of Soviet culture, including literature and the arts, were brought under his rigid control. In 1932 the communist party's Central Committee passed a resolution abolishing all independent literary organizations and forming a single Union of Soviet Writers. That same year, "socialist realism" was proclaimed to be the only acceptable method for Soviet literature and the arts. The new doctrine put art in the service of ideology, demanding that it depict people's struggle toward socialism and communism. Andrei Zhdanov, Stalin's hatchet man in cultural affairs, initiated campaigns against non-conforming writers and eventually succeeded in silencing most of them. Many were destroyed; those who survived continued to write but had virtually no chance to publish. The published literature of the Stalin era was poor in content and style, with the exception of some individual works, including some by Kataev, Fedin and Platonov, and the writings of the World War II period, many of which were honest and emotionally forceful.

The early years of the post-Stalin period in Soviet literature are called "the Thaw," after the title of the 1954 novel by Erenaburg that criticized socialist realism and called for freer artistic expression. Little by little, writers began to portray people as individuals rather than as cogs in a communist state, and to criticize Stalinism and bureaucracy. Writers who had been suppressed during the Stalin era, such as the poet Akhmatova, began to be published again, and there appeared a crop of talented new writers -- the poets Yevtushenko and Voznesensky, short-story writers Kazakov and Nagibin, and others.

In 1955 Pasternak completed Doctor Zhivago -- a novel about the revolution and the destinies of those who would not accept the new regime. The novel was rejected for publication in the Soviet Union but won wide acclaim in the West, culminating in the Nobel Prize for Literature (1958). The award resulted in a bitter official campaign against the author. This incident triggered the growth of dissident literature, best exemplified by the work of Sinyavsky, Daniel, and Solzhenitsyn. Solzheinitsyn's early writings were published in the Soviet Union, but his greatest works -- the novels Cancer Ward, The First Circle and others -- came out abroad and circulated among Soviet readers through illegal channels, as

did most works by other dissident writers. In 1970 Solzhenitsyn received the Nobel Prize for Literature, in recognition of "the ethical force with which he has pursued the indispensable traditions of Russian literature." In 1974 he was deported from the Soviet Union.

Despite the persecution of dissident writers and their gradual emigration, mainstream Soviet literature continued on a generally positive course throughout the 1960s and 1970s. This literature, although artistically inferior to that of the 1920s, dealt honestly and sensitively with a variety of important social, cultural and moral issues, including juvenile delinquency, family conflicts and the problems of women, destruction of the environment and of old traditions, lack of spirituality, and so forth. Among the best prose writers of that period were Shukshin, Trifonov, Rasputin and Aitmatov. An important literary event took place in 1966 -- the long-overdue publication of Bulgakov's 1938 novel, The Master and Margarita. This work now is internationally acclaimed as a literary masterpiece. In an inimitable manner that combines humor, realism and fantasy, the author tells of love, freedom, politics, and of the never-ending struggle between good and evil.

This brief survey of modern Russian literature would not be complete without a mention of emigre writers. Among the older generation of emigres, Bunin and Tsvetaeva are the most prominent. The former published exquisite nostalgic stories about life in pre-revolutionary Russia. The latter was a superb poet with a feminist bent; she returned to the Soviet Union in 1939 and died by suicide in 1941. Among emigre writers of recent decades, in addition to Solzhenitsyn's, the names of Aksenov, Sokolov and Brodsky stand out. Aksenov, known before his emigration mostly as the author of slangy stories about young people, now writes political satires. Sokolov's best work is a short novel A School for Fools, in which he explores the workings of a schizophrenic mind through stream-of-consciousness word play. Brodsky, last year's Nobel laureate, writes melancholy, reflective poetry. On the whole, the work of recent emigre writers is characterized by a greater degree of formal experimentation than that of their counterparts in the Soviet Union.

Gorbachev's era holds new promise for Soviet literature. The climate in the country is becoming more and more favorable for free expression. Old taboos and restrictions are being dropped; literary works formerly considered dissident -- We, Doctor Zhivago and the poetry of Brodsky -- are being published. Solzhenitsyn has been given to understand that he would not be unwelcome if he returned home. If this trend continues, there is hope that Russian literature will again become what it was in the nineteenth and early twentieth-century -- a great art form and a powerful vehicle for understanding our world and the human condition.

Bibliography

Baranskaya, Natalya. "The Alarm Clock in the Cupboard." Redbook (March 1971): 179-201.

This feminist novella, originally published in 1969, has been very popular with Soviet readers. It vividly describes the struggle of a young Muscovite to succeed in being a career woman, a mother and a homemaker.

Brown, Clarence, ed. The Portable Twentieth-Century Russian Reader. New York: Penguin, 1985.

This is an inexpensive and excellently prepared anthology that covers the period from the beginning of our century to the 1970s. Especially recommended are the short stories by Babel, Kazakov, Platonov, Sinyavsky, Sokolov, Voinovich, and Olesha's short novel Envy.

Brown, Edward J. Russian Literature Since the Revolution. Cambridge: Harvard University Press, 1982.

This is one of the most thorough and balanced English-language histories of Soviet literature.

Bulgakov, Mikhail. The Master and Margarita.

Readers and scholars alike regard this novel as one of the pinnacles of twentieth-century Russian literature. In an inimitable manner which combines humor, fantasy and realism, the author tells of love, freedom, politics, and the confliet between good and evil.

Mayakovsky, Vladimir. The Bedbug and Selected Poetry. Bloomington: Indiana University Press, 1975.

This volume contains selected works of one of Soviet Russia's best poets. The Bedbug, a play, is half-satire, half-science fiction and examines human behavior in present and future societies.

Pasternak, Boris. Doctor Zhivago.

This celebrated novel paints a panorama of Russian history from the beginning of our century through the October 1917 revolution and aftermath, and the destinies of Russian intelligentsia. At one time banned in the Soviet Union.

Sholokhov, Mikhail. One Man's Destiny. (The Fate of a Man).

Sholokhov was the only non-dissident Soviet writer to win the Nobel Prize. This novella is a powerful piece of writing about a demobilized World War II soldier and his companion, an orphaned child.

Shukshin, Vasily. Snowball Berry Red and Other Stories. Ann Arbor: Ardis, 1979.

Shukshin is one of the most popular contemporary Soviet writers. His stories describe an array of colorful non-conformists, including an ex-convict trying to live down his past.

Solzhenitsyn, Aleksander. Cancer Ward.

The novel by Soviet Russia's most famous dissident is one of his best. The eternal theme of death and dying is presented with great intensity, wisdom, and compassion.

Zamyatin, Evgenii. We.

Written in the early 1920s, this brilliant anti-utopian, science fiction novel served as a model for later writers such as Orwell and Huxley.

RESOURCE MATERIAL ON LITERATURE

CLASSROOM MATERIALS: FOR THE STUDENT

Afanasiev, Alexander. Russian Tales. New York: Random House,
7-12 Folk Tales. $8.95, paper.

This is a standard collection of Russian folk tales.

Aitmatov, Chingiz. A Day Lasts Longer Than a Century. Bloomington: Indiana University Press, 1983.
10-12 Novel. $12.50, paper.

This novel is about a person who has spent all his life in a remote area of Kazakhstan and how the history of the country is reflected in his life.

Akhmatova, Anna. Selected Poems. Ann Arbor: Ardis Press
10-12 Poetry. $4.95, paper.

Akhmatova was one of the finest Modern Soviet poets of the lyric tradition, writing in a very personal, almost confessional, style.

Aksyonov, Vasily, ed. Metropol: A Literary Almanac. New York: W.W. Norton Co., 1983.
10-12 Literature. $24.95.

This anthology covers contemporary Soviet Literature.

Baltushis, Y. The Story of Yuzas.
10-12 Literature. NA.

A story about a Lithuanian peasant, this book was published in the USSR in both Lithuanian and Russian and takes place between 1930-1940.

Brodsky, Joseph. Selected Poems. New York: Farrar, Straus, and Giroux.
10-12 Poetry. NA.

The 1987 Nobel Prize Laureate in Literature, Joseph Brodsky (1940-) is an emigre poet now living in the United States. This selection contains lyric poetry.

_____. To Urania. New York: Farrar, Straus, and Giroux, 1988.
10-12 Poetry. $14.95.

This is Brodsky's most recent collection of poetry.

Chandler, Robert, trs. Russian Folktales, ill. Ivan Bilibin. New York: Random House, 1969.
Elementary Folk Tales. NA.

_____. The Magic Ring and Other Russian Folktales. London: Faber & Faber, 1979.
Elementary Folk Tales. $3.95, paper.

Chekhov, Anton. A Doctor's Visit: Short Stories. New York: Bantam Books, 1987.
10-12 Short Stories. $3.50, paper.

This collection of Chekhov's (1860-1904) greatest short stories is inexpensive. His work is generally characterized as social satire and criticism, focusing on the middle class and peasantry and addressing such ills as hypocrisy, the conflicts of individuals and society, and injustice.

_____. Plays. New York: Penguin Books, 1987.
10-12 Drama. $3.95, paper.

This is a collection of his greatest plays: Ivanov, The Cherry Orchard, The Seagull, Uncle Vania, and Three Sisters.

Dostoevsky, Fyodor. The Brothers Karamazov. New York: Bantam Books, 1981.
11,12 Novel. $3.95, paper.

Dostoevksy's (1821-1891) work is a tour de force of psychological realism that dwells on the darker side of the subconscious and conscious worlds. This novel is essentially a drama of parracide and fraternal jealousy involving questions of anarchism, atheism, and the existence of God.

_____. Crime and Punishment. New York: Bantam Books, 1987.
10-12 Novel. $2.50, paper.

A suspenseful tale of murder and its consequences, this classic novel is set in Russia during its transition to the modern age.

_____. The Idiot. New York: Bantam Books, 1987.
11,12 Novel. $3.50, paper.

Sin, redemption, and the human condition are explored in the turbulent and passionate conflicts of nineteenth century Russia.

_____. Great Works of Fyodor Dostoevsky. New York: Harper & Row, 1968.
10-12 Literature. $5.95, paper.

This collection of his shorter works includes Notes from the Underground.

Gogol, Nikolai. Diary of a Madman and Other Stories. New York: Penguin Books, 1987.
10-12 Short Stories. $2.95, paper.

Gorky, Maxim. Five Plays. New York: Methuen, 1988.
10-12 Drama. $14.95, paper.

Gorky (1868-1936) is one of the most celebrated Soviet playwrights. A socialist from his youth, he became disenchanted with the Soviet Union during Stalin's regime. The works in this collection deals mainly with life before the Revolution: The Lower Depths, Summerfolk, Children of the Inn, Barbarians, and Enemies.

Gubaryen, Vladimir. Sarcophagus: A Tragedy. New York: Random House, 1987.
10-12 Drama. $6.95, paper.

Written by the Science editor of Pravda, Sarcophagus is set in an isolation clinic receiving victims of the explosion at the Chernobyl nuclear power plant.

Haviland, Virginia, ed. Favorite Folk Tales Told in Russia. Boston: Little Brown Co., 1961.
Elementary Folk Tales. NA.

This illustrated collection of folk tales was written for the young reader.

Kataev, Valentin P. Time Forward. Bloomington: Indiana University Press, 1976.
11,12 Novel. NA.

Koestler, Arthur. Darkness at Noon. New York: Bantam Books, 1984.
11,12 Novel. $4.50, paper.

This novel is told from the point of view of a victim of the Stalinist purges of the 1930's.

Leskov, Nikolai. Lady Macbeth of Mtsensk and other Stories. New York: Penguin Books, 1987.
10-12 Novel. $7.95, paper.

One of the most undeservedly neglected Russian writers, Leskov (1831-1895) a writer of social and psychological realism concentrated his efforts on fiction dealing with a variety of social subjects from religion to crime.

Nagibin, Yuri. The Peak of Success and Other Stories. Ann Arbor: Ardis Press, 1986.
10-12 Short Stories. $10.50, paper.

Norton, Miriam, ed. A Harvest of Russian Children's Literature. Berkeley: University of California Press, 1967.
Elementary Literature. $8.95

This is an anthology of poetry, short stories, and selections from longer works.

Orwell, George. Animal Farm. New York: New American Library, 1974.
9-12 Novel. $3.50, paper.

This allegory of Stalinist Russia is set on a farm in the English countryside.

Pasternak, Boris. Doctor Zhivago. New York: Ballantine Books, 1986.
11,12 Novel. $4.95.

This novel concerns itself with the effect of the Revolution on the lives of an aristocratic Russian family. Pasternak was awarded the Nobel Prize in Literature for this work.

Peter and the Wolf. Illus. Barbara Cooney. New York: Viking Penguin Inc., 1985.
Elementary Folk Tale. NA.

This is a beautifully illustrated version of the tale.

Pikul, V. The Struggle of Iron Chancellors.
10-12 Novel. NA.

This novel is about the confrontation between Russian Foreign Minister Prince Gorchakov and German Chancellor Count Otto Bismark in the second half of the nineteenth-century.

Platonov. The Collected Works. Ann Arbor: University of Michigan Press, 1978.
11,12 Literature. NA.

Posell, Elsa. Russian Authors. Boston: Houghton Mifflin, 1970.
10-12 Literature. NA.

This is an anthology of Soviet literature.

Pushkin, Alexandr. Eugene Onegin. New York: Penguin Books, 1979.
11,12 Novel. $4.95, paper.

Credited with creating a national literature, Pushkin (1799-1837) set the tone for generations of Russian writers. The masterpiece for which he is best known, Pushkin's vivid "novel" in verse form, Eugene Onegin, offers a glimpse into the world of human emotions as well as the daily life of the author's contemporaries.

Rasputin, Valentin G. Farewell to Matyora. New York: Macmillan, 1979.
11,12 Novel. NA.

Ratushinskaya, Irina. Beyond the Limit. Chicago: Northwestern University Press, 1987.
11,12 Poetry. $10.95, paper.

Ratushinskaya (1954-) is a contemporary Soviet poet still living in the Soviet Union. This collection of lyric poetry is very useful because it includes both the original text and translation printed on facing pages.

Rybakov, A. Children of the Arbat. New York: Little Brown, 1988.
11,12 Novel. $19.95.

Shalamov, Varlam. Kolyma Tales. New York: W.W. Norton, 1980.
11,12 Short Stories. NA.

Shushin, V. Stories.
10-12 Novel. NA.

The late author is one of the most popular writers in the Soviet Union. His heroes are the first generation of people who moved from rural areas to cities, a significant share of the population.

Solzhenitsyn, Alexander. One Day in the Life of Ivan Denisovich. New York: New American Library, 1963.
10-12 Novel. $2.95, paper.

This novel is both a portrayal of life in a Stalinist labor camp and a testament to the struggle against relentless forces of dehumanization.

Sorokin, Vladimar. The Queue. Columbia, LA: Readers International.
11,12 Novel. $8.95, paper.

Still unpublished in the Soviet Union, Sorokin's novel is an absurdist treatment of the grind of daily life in Moscow.

Tokareva, Victoria. The Happiest Day: A Story of a Precocious Teenager. Trns. Constantine Kipnis. Available from Department of Russian and E. European Studies, U. of Minnesota.
10-12 Short Story. NA.

A delightful story about a Soviet school girl in conflict with the establishment, this book is easy for American students to relate to.

Tolstoy, Leo. Anna Karenin. New York: Penguin Books, 1988.
11,12 Novel. $4.95, paper.

Tolstoy (1828-1910) is the undisputed master of the realistic novel of the nineteenth century. This work in essence is the story of a woman's failed struggle for self-definition and personal fullfilment.

_____. Great Short Works of Leo Tolstoy. New York: Harper & Row, 1967.
10-12 Literature. $5.95, paper.

This is a large and inexpensive collection of Tolstoy's shorter works, including The Death of Ivan Ilych, among others.

_____. War and Peace. New York: Penguin Books, 1987.
11,12 Novel. $8.95, paper.

Perhaps a bit much for the classroom, this would be a wonderful work for an independent study.

Troepolsky, G. White Bim Black Ear.
7-12 Literature. NA.

A touching story of a dog in a big city, this book is also about the relationships between human beings and nature.

Turgenev, Ivan. Fathers and Sons. New York: Bantam Books, 1987.
10-12 Novel. $4.95, paper.

Turgenev (1818-1883) created the first literary nihilist in this 1862 novel that enraged the nation by dramatizing the explosive issues that divided Russia's social classes -- and generations -- from one another.

_____. Sketches From a Hunter's Album. New York: Penguin Books, 1985.
10-12 Literature. $4.95, paper.

Drawn from his firsthand observations of the countryside, this work is a gathering of Turgenev's anecdotes, portraits, and lyrical impressions of the peasantry and the tyranny of serfdom.

Yeutushenko, Yevgeny. Almost at the End. New York: Henry Holt, 1987.
10-12 Poetry. $8.95, paper.

_____. The Face Behind the Face. Boston: Marion Boyars, 1979.
10-12 Poetry. $12.00.

This contemporary Soviet poet has been at the forefront of Gorbachev's reforms in literature. This is a unique collection because its publication challenged traditionally censored subjects: the resurgence of neo-Stalinism and anti-Semitism, among several others.

Zamiatin, Evegenii Ivanovich (Zonyaten, Yengexy). We. New York: Penguin Books, 1982.
11,12 Novel. NA.

Review: 1884-1937, novel.

Zoshchenko, Mikhail. Scenes From the Bathhouse and other Stories of Communist Russia. Ann Arbor: University of Michigan Press, 1961.
11,12 Short Stories. $8.95, paper.

RESOURCE AND SUPPLEMENTARY MATERIAL: FOR THE TEACHER.

Brown, Deming. Soviet Russian Literature Since Stalin. New York: Cambridge Press, 1978.
10-12 Literary Criticism. NA.

This is an excellent survey of recent Soviet literature organized by genres, topics, and individual authors. It includes biographical sketches, plot summaries, and underground literature. Horak.

Brown, Edward J, ed. Major Soviet Writers: Essays in Criticism. New York: Oxford University Press, 1973.
7-12 Literary Criticism. $8.95, paper.

Brown, Edward J. Russian Literature Since the Revolution, 3rd ed. Cambridge: Harvard Univeristy Press, 1982.
7-12 Literary History. $10.95, paper.

Brown presents a clear and objective picture of the chronological development of Soviet literature in its sociopolitical context. It is the only book covering the whole of Soviet literature and is indispensible. Horak.

Cizevski, Dmitri. History of Nineteenth-Century Russian Literature. 2 vols. Nashville: Vanderbilt University Press, 1974.
7-12 Literary History. NA, paper.

This two-volume work forms the central section of a planned four-volume series. They are an invaluable reference source. Volume I, The Romantic Period. Volume II, The Realist Period. Horak.

Dunham, Vera S. In Stalin's Time: Middle Class Values in Soviet Fiction. New York: Cambridge University Press, 1976.
10-12 Literary Criticism. NA.

Dunham analyzes Soviet literature since World War II as it illustrates a pattern of relationships--the "Big Deal"--between the regime and the class of bureaucrats and technicians that supports it. Horak.

Freeborn, Richard. Rise of the Russian Novel. New York: Cambridge University Press, 1972.
10-12 Literary Criticism/History. NA, paper.

This book offers a sense of the complexity and scope of the Russian novel from 1830-1870 and is very readable. Horak.

Gladilin. The Making and Unmaking of a Soviet Writer. Ann Arbor: Ardis Press, 1979.
10-12 Literary Criticism. $3.50, paper.

Gladilin, a Soviet author, reports in this volume on the travails of a young Soviet writer with a somewhat heterodox pen. The work deals largely with the levels of censorship with which a Soviet writer must cope. Horak.

Harkins, William. Dictionary of Russian Literature. New York: Philosophical Library, 1956.
7-12 Reference. NA.

This is a handy one-volume source of basic information.

Hingley, Ronald. Russian Writers and Soviet Society. New York: Random House, 1979.
10-12 Literary Criticism. NA.

_____. Russian Writers and Society in the Nineteenth Century. London: Weidenfeld and Nicolson, 1977.
10-12 Literary Criticism. NA.

Mirsky, D.S. The History of Russian Literature: From its Beginnings to 1900. New York: Random House, 1958.
7-12 Literary History. NA.

Struve, Gleb. Russian Literature Under Lenin and Stalin. Norman: University of Oklahoma Press, 1971.
10-12 Literary History. NA.

A masterfully lucid account of what the Soviet regime has done to the literary life of the country. Horak.

Terras, Victor. Handbook of Russian Literature. New York: State Mutual Books, 1985.
7-12 Reference. $129.00.

An impressive and indispensible volume, this work of 106 scholars is free of ideological bias and political inhibitions. It covers all of Soviet literature, with special emphasis on nineteenth and twentieth-century Russian literature and emigre authors. Horak.

Tertz, A. (Sinyavsky) On Socialist Realism.
10-12 Literary Criticism. NA.

Weber, Harry B. The Modern Encyclopedia of Russian & Soviet Literature. Gulf Breeze, FL: Academic International Press, 1977-1984.
7-12 Reference. NA.

The most comprehensive reference source for the literary culture of the Soviet Union, these eight volumes are the first of fifty planned for publication. Horak.

RUSSIAN LANGUAGE

CLASSROOM MATERIALS: FOR THE STUDENT

Davidson and Bitekhtina, eds. Russian: Stage I. Moscow: Progress Publishers.
11,12 Russian Language. Text and Exercise book, $15.00.

This text was developed by a Soviet-American development project. It uses the single-stem verb system, indicates intonation construction patterns throughout, and contains extensive grammar explanations. Though culturally and methodologically sound and user friendly, it may prove too advanced for some students.

Gorizont I. Moscow: Russikij Jazik, 1988.
9-12 Russian Language. NA.

All the texts in this culturaly sound series are entirely in Russian, except the dictionary. The usual supplementary materials are also available. Available from Victor Kamkin Books, 12224 Parklawn Dr., Rockville, MD 20852: 310-881-5973. CCPCR.

Kostomarov, V. and Robert Baker, eds. Russian for Everybody.
American Version. Rockville, MD: Victor Kamkin Books, 1984.
9-12 Russian Language. Set of 3 books, $10.95.

This series has a small but useful vocabulary and many illustrations. The usual supplementary materials are also available. Extensive optional supplementary materials for this version are available from Babel Productions, P.O. Box 746, Middlebury, VT 05753. CCPCR.

Liapunov, Marina, ed. A-LM Russian. New York: Harcourt, Brace, Jovanovich.
9-12 Russian Language. Level I, $13.50. Level II $14.10.

This series is widely used particularily becuase state text adoption lists often offer no alternative choices. It offers authentic contemporary Russian, a good mix of dialogues, grammar exercises, and reading selections. The usual supplementary materials are also available. CCPCR.

DIMENSIONS OF RUSSIAN AND SOVIET ART

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Although the world follows the country's politics, science and sports, the Soviet Union is hardly recognized at all in the realm of art, except in limited circles. There are several reasons for this: first, the essential Russian artistic achievement before the eighteenth century was icon paintings. Although religious art in the West had given way to more secular and humanistic forms of painting during the Renaissance, Russian artists continued to paint in a mode that Europeans considered archaic.

Secondly, when Russia finally embraced Western art principles, it was a somewhat artificial embrace that resulted from government decree rather than from a discovery process by artists. The new direction produced a derivative form of portraiture and landscape painting. Russian painting in the nineteenth century -- especially the social realism movements and the avant-garde at the beginning of the twentieth century -- produced world class artists. The achievements of these painters, however, were all but lost to Soviet culture when official Communist party ideology came to dominate the society by the early 1930s. The result was the third hindrance, socialist realism, which made artistic expression subject to the authority of the state and effectively removed significant creativity from art.

Because Russian/Soviet art has been so highly regulated, the international community recognizes only those artists who have managed to break free of the constraints imposed by the Russian political and social order. For example, if asked to name some Russian artists, most Western audiences would probably come up with Marc Chagall, Vassily Kandinsky, Kasimir Malevich, El Lissitzsky, Leon Bakst and a few others from the twentieth century. Few names before the twentieth century would appear, except perhaps Ilya Repin. They would identify icons mainly by style rather than artist, because many of the artists were anonymous and painted "by the book." This tradition contrasts with that of Western Europe or the Far East, both of which produced impressive schools of art and artists whose skill became the measure of artistic achievement.

Icon Painting

The sole format for Russian painting from 988 until the reign of Peter the Great was icon painting. Religious pictures began appearing after Russia's acceptance of Orthodox Christianity from Byzantium. Icons, highly symbolic in all respects, were painted according to guidelines established by Byzantine religious leaders as early as the sixth century, A.D. In order to maintain uniformity of religious understanding, all paintings of specific themes had to follow the same spatial layout, contain the same figures, and tell the same story. Icons served as audio-visual educational devices, used to teach the illiterate about Christianity within the confines of the Church. In addition, since the Orthodox calendar was full of saints' days and individuals were named after saints, popular icons filled even the poorest peasant "izba" (home).

Saints also were protectors of professions, and in times of need, specific saints were the petitioned to help put the world back in balance. For example, St. Theodore Tiro was called upon to help retrieve stolen goods, while St. Blasius helped to cure sick cows.

Icons usually depicted classical Christian themes. The life of Christ predominated, with scenes of the Annunciation, the Nativity, the Presentation in the Temple, the Transfiguration and the Crucifixion appearing with greatest frequency. Because of Orthodoxy's interest in the Old Testament, depictions of Hebrew kings and patriarchs were often found in the "iconostasis" (icon tiers) of churches. One of the most interesting symbolic icons was "The Trinity," the most famous rendition of which was painted by the fifteenth-century monk, Andrei Rublev. From a New Testament perspective, the theme relates to the unity of Father, Son, and Holy Spirit in the person of Christ. Russian painters, however, chose to represent what they called "the Old Testament Trinity," a theme from Genesis that shows the miraculous birth of Isaac to Abraham and Sarah as a foreshadowing of the birth and sacrifice of Jesus.

Icons also included many local saints who in fact were local heroes, elevated to the ranks of religious figures. Boris and Gleb, for example, were two sons of royalty who were killed in the mid-eleventh century and became the patron saints of Novgorod. They appeared frequently in icons. Alexander Nevsky, a prince of Novgorod and Kiev and a popular leader who negotiated with the Mongols, also became a saint. St. George was possibly the most significant saint in Russian art, since he symbolized the struggle of good over evil, of light over darkness, and of God over Satan. Icons rarely delved into historical events, such as battles between medieval Russian princedoms.

Most artists did not become famous because they considered their painting to be a simple extension of their lives as monks. By the sixteenth century, however, several important individual painters had emerged: Theofanes the Greek (late fourteenth century), came to Muscovy from Constantinople and advanced the Muscovite style. Andrei Rublev (1360-1430) was probably Russia's most famous painter because of the sensitivity in his work. His version of "The Trinity" (1421) removed extraneous elements and used tender gestures and color. Dionysius (1440-1505) followed Rublev's style and added symbolic elements to his works, especially his rendition of "The Crucifixion."

While the major known icon painters are associated with the Moscow school of painting, it is important to note that Moscow was actually one of the last schools to develop. The wide variety of icon painting in Russia was due to stylistic differences among rival principalities. Each Russian state used different dyes that produced substantial color variation. Stylistic differences developed according to the influences of local masters and outsiders. Novgorod, was example, for famous for its deep rep colors, while Moscow icons tended to have more pastel colors, frequently accented by dark blue or black.

Academic Painting From Peter the Great to the Nineteenth Century

Russian society was pressured to imitate western societies by Peter I and other eighteenth century rulers, who simultaneously guided Russian artistic styles toward a form that closely paralleled Flemish and French art. Religious traditions in art were replaced rapidly by portraiture, historical pictures and landscapes. The Academy of the Three Illustrious Arts, founded in St. Petersburg in 1757, promoted classicism. Paintings resulting from this "dive" into a new technique were interesting, but

generally mediocre. The most significant eighteenth century artists were Ivan Nikitin (1690-1741), A. Antropov (1716-1795), I. Argunov (1727-1802), A. Lossenko (1737-1773), Ivan Firsov (1733-1785) and D. Levitsky (1735-1822).

At the beginning of the nineteenth century, Russian painting was influenced by European romanticism. Russian artists travelled to study in Italy and absorbed some of the lessons of western European art. One of the most visible signs of change in the style of Russian art was artists' use of lighting. St. Petersburg painting had been characterized by a predominance of blues and greens, linked to the natural lighting conditions of the northerly latitude of the city. In Italy, Russians were exposed to the overhead sun, which inspired warmer yellow hues in their works.

Three painters stand out in the Romantic period: Karl Briullov (1799-1852), famous for his portraits and for one exceptionally large canvas entitled "The Last Days of Pompeii." A.G. Venetsianov (1780-1847) was the first important artist to exhibit his work outside the Academy and became famous for his studies of the Russian peasant; Alexander Ivanov (1806-1858), a deeply religious individual, tried to restore some of the Christian content to painting. He labored more than twenty years on a work, "The Appearance of Christ to the People," that was severely criticized when exhibited.

In 1863 a group of students at the Academy of fine Arts rebelled against their teachers for their failure to depict the Russian people and social issues. They established a group known as "Peredvizhniki" (the Wanderers) which began a dynamic and popular social realism movement. Art was taken to small towns and exhibited to middle and lower classes, who were also the subjects of the artists' work. I. N. Kramskoi (1837-1887), Nikolai Ge (Gay) (1831-1894) and Ilya Repin (1844-1930) were the most famous artists of this group. Repin was one of the few nineteenth century Russian artists their have his works included in European shows. His portraits of "Modest Mussorgsky" and "Archdeacon" show remarkable psychological insights and realism, while "Barge Haulers on the Volga" and "Peasant Holiday in Kursk" are considered landmark statements about the power and pathos of the Russian people.

Early Twentieth Century Experimental Art

Some nationalist and historical themes were revived by late nineteenth century artists like V. I. Surikov (1848-1916) and V. M. Vasnetsov (1848-1926). Influences from western European movements, such as Impressionism and Fauvism, began to add to the appreciation of color by contemporary Russian artists. Ironically, this new appreciation of the West was created by Russian merchants -- especially Pavel Tretyakov and Savva Mamontov -- who purchased the works of western artists, especially Impressionists, for their Moscow homes.

By the early twentieth century, the interaction between Russian and European traditions had produced some remarkable experiments that elevated Russian artistic achievement to a world class. M. A. Vrubel (1856-1910) spoke out strongly against realism and directed his works toward a high level of abstraction and plasticity, especially in sculpture. Valentin Serov (1865-1911) painted in the style of the post-Impressionists of France. His most famous work is "Portrait of Savva Morozov" (1910).

At the same time, a group known as "The World of Art" was formed in St. Petersburg, and was the most interesting alliance to date of painters, composers and ballet dancers. Named for a magazine published by ballet impresario Serge Diaghilev, the group quickly established close ties with modernist French composers like Maurice

Ravel, Claude Debussy and Erik Satie. Russian artists Alexander Benois (1870-1960), Nikolai Roehrich (1874-1947), and Leon Bakst (1868-1924) provided set and costume designs for several turn-of-the-century productions: Debussy's "Afternoon of a Faun," Stravinsky's "Rites of Spring" and "Petrushka," and Rimsky-Korsakov's "Scheherazade."

In 1909, a series of joint exhibitions of French and Russian artists began in St. Petersburg, inspiring even more experimentation in Russian art. Artists like M. Larionov, Natalia Goncharova, Kasimir Malevich, Marc Chagall and David Burliuk emerged to sponsor movements like cubo-futurism, rayonism and suprematism. These were abstract movements, experiments that embraced primitivism, European cubism, Italian futurism and Malevich's unique attempt to search for the "fourth Dimension" through an analysis of the symbols of humanity. All these artists were well ahead of their time and truly revolutionary for Russia, considering the staid legacy of the nineteenth century. Viewers often think that Malevich's "White Square on White" (1918) is a painting from the 1960s or 1970s, rather than from World War I.

From suprematism evolved constructivism, an attempt to apply Cubist concepts to architecture, theater set design, sculpture, and painting. Alexander Rodchenko, Lazar "El" Lissitzsky, Vladimir Tatlin and Vera Stepanova were some of the major artists of this school. Tatlin produced a model for one of the greatest unconstructed buildings of the twentieth century, his "Monument to the Third International," which is often described as a "modern tower of Babel." A structural steel building of more than one thousand feet in height, the monument was designed to represent the new institutions of Soviet power. The new Soviet state could not produce sufficient steel to build the structure, but constructivism had many other successes. It affected interior and architectural design, the development of the photo-montage, and the application of the painterly arts to practical fields such as advertising, fabric design and the theater.

Socialist Realism to the Present

Stalin's rise to power in 1928 led to an authoritarian approach to culture. By the early 1930s, a new, official approach to art was adopted by the Communist Party and imposed upon artists by the Decree on the Reconstruction of Literary and Artistic Organizations of 1932. The result was "socialist realism," an approach that was applied to painting, sculpture, music and fictional writing. According to socialist realism, all art had to be comprehensible to the people by being "realist in form" and "socialist in content." Abstract art in any form was outlawed. Some of main painters of the socialist realist school were A. Deineka, S. V. Gerasimov, A. Laktionov and T. N. Yablonskaya. Themes of these artists usually center around industrial plants, collective farms, fighting fascism in the Great Patriotic War, and peace demonstrations.

Socialist realism remains today the official approach of the Soviet government towards art. The principles of socialist realism did not necessarily produce bad or purely propagandistic art, but it did, in essence, freeze Soviet artistic creation into a mid-nineteenth century mode, much like the academic paintings of the Tsarist period. The burst of creativity during the period of 1890-1932 disappeared, and most of the artists of that time left the country. Thus a generation of "orphaned" artists was created by Soviet policies toward the arts: Marc Chagall, Vasily Kandinsky, Kasmir Malevich and others ended their careers in France or Germany.

During the mid-1960s, a minor rebellion against socialist realism began as a parallel to "samizdat" (underground) literature. Creators of "unofficial" art, artists began to gather together quietly to exchange ideas about recent developments in Western art

and to experiment in such techniques. Unofficial artists had difficult times: materials were in short supply and police censorship made it nearly possible to exhibit paintings. The work of censored writers, for example, was much easier to distribute than was the work of unofficial artists, since paintings are less portable than manuscripts.

The unofficial movement existed only in four major cities: Tallinn, Moscow, Leningrad, and Yerevan. It is not surprising that the movement appeared in cosmopolitan centers such as Moscow and Leningrad, but the other two cities require an explanatory note. The creative burst in Tallinn, Estonia, was linked to that republic's proximity to Finland and its history of independence; Yerevan, Armenia, had connections to the Asian traditions of the Caucasus region and the prominence of a turn-of-the-century Armenian artist, Saryan.

Unofficial artists, however, did not meet with much approval during the Brezhnev era. The government closed many shows and arrested artists. In 1974, a major outdoor show in Izmailovsky Park in Moscow was bulldozed and destroyed by high-power water trucks. Although probably due to a bureaucratic error, the act of censorship was a chilling warning to all unofficial artists. They continued to paint, although many were forced to emigrate by the KGB. Artists like Oskar Rabin, Vitaly Komar and Aleksandr Melamed, Lydia Masterkova and Vladis Zilius took up residence in the United States or France.

It has only been since Gorbachev came to power in 1985 that the government's attitude toward unofficial artists has changed. While socialist realism is still government policy, unofficial artists are no longer harassed and are now freer to exhibit both in the USSR and in the West.

The themes of unofficial art vary. Some artists simply use a higher level of abstraction in their paintings which are without political overtones. Other artists present significant political and psychological commentaries on Soviet life and use approaches that vary from realism to surrealism. For example, the Moscow artist Grisha Brushkin paints portraits of Soviet people as whitewashed classical statues, perfect in form and trapped in another time, suggestive of the problems of Soviet life and productivity. Brushkin's work, "Fundamental Lexicon," was sold at a Sotheby's auction in Moscow during the summer of 1988 for an unprecedented $416,000. It is an important work, for its white statue-like figures hold many "symbolic" objects, from portraits of Lenin to welcome signs to Pepsi-Cola caps.

Other unofficial artists who have recently gained prominence are Vladimir Yankilevsky (whose works suggest grotesque machines and biological forms), Tatiana Nazarenko (who paints strange urban landscapes with many intrusive element), Ilya Glazunov (whose monumental work, "The History of the Twentieth Century," juxtaposed Soviet leaders with Jesus Christ, Mick Jagger and Brigitte Bardot), and Ilya Kabakov (whose works feature perplexing questions such as "Where are they?" and "Where are you?").

It is unclear whether hard times are over for Soviet unofficial artists, but certainly conditions have improved under Gorbachev. The task of Soviet artists is to institutionalize changes in attitudes so that artists no longer become the objects of political repression. The fate of artists may be a barometer of the success or failure of the Gorbachev era. If Soviet artists prosper under Gorbachev, chances are good that they will have as great an impact on the international art world as Soviet writers and musicians have had on their fields.

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RESOURCE MATERIAL ON THE ARTS

CLASSROOM MATERIALS: FOR THE STUDENT

A Day in the Life of the Soviet Union. New York: Collins Publishers, Inc., 1987.
K-12 Photography, Social Studies. $39.95.

A collection of photographs taken in the Soviet Union during a twenty-four hour period. Large format, numerous color photographs.

Allhouse, Robert H. Photographs For the Tsar. New York: Dial Press, 1980.
K-12 Photography, History. NA.

A fine collection of nineteenth and early twentieth century photographs of life in Russia.

Anikst, M. Soviet Commercial Design of the Twenties. New York: Abbeyville Press.
10-12 Art. $37.50.

Aside from purely artistic and design considerations, of which this book is an excellent resource, Anikst provides a wonderful portrait of the dramatic social and economic changes in the Soviet Union after the Revolution through commercial design. The book features color and black-and- white illustrations.

Another Russia: Through the Eyes of New Soviet Photographers. New York: Facts on File, 1986.
K-12 Photography, Social Studies. $35.00.

This is a collection of contemporary photographs of rural life in the Soviet Union.

Laurentiev, Alexander. The Complete Work of Varvara Stepanova. Cambridge: The MIT Press, 1988.
10-12 Art. $39.95.

This first biography of Stepanova (1894-1958) establishes her as one of the most important artists and founder of the Soviet Constructivist movement. It includes color and black-and-white reproductions of her paintings and clothing, theatre, and graphic designs.

LeTargat, Francois. Kandinsky. New York: Rizzoli, 1986.
K-12 Art. $19.95.

This large-format collection of color and black-and-white reproductions of the paintings of this important twentieth-century Soviet artist serves as a very useful introduction to Kandinsky's life and work.

Obolensky, Chloe. The Russian Empire. New York: Random House, 1979.
K-12 Photography, History. NA.

This is a fine collection of nineteenth and early twentieth century photographs of life in Russia.

Peter and the Wolf, illus. Barbara Cooney. New York: Viking Penguin Inc., 1985.
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This is a beautifully illustrated edition of the classic Russian folk tale.

Sovverbie, Marie-Therese. Chagall. New York: Leon Amiel Publ., 1975.
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This collection of the art works of Chagall features many color reproductions.

Von Solodhoff, Alexander. The Art of Carl Faberge. New York: Crown, 1988.
K-12. Art. $15.95.

This is a relatively inexpensive collection of color and black-and-white reproductions of the work of Faberge, jeweler to the last Tsar.

RESOURCE AND SUPPLEMENTARY MATERIALS: FOR THE TEACHER

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10-12 Film. $19.50.

Over 100 Soviet film directors and more than 1,500 of their films produced in the USSR from 1918 through 1975 are listed and described here. Horak.

Gray, Camilla. The Russian Experiment in Art, 1863 - 1922. London: Thames and Hudson, 1986.
10-12 Art. $9.95.

Revised in 1986, this work provides a compact, accurate, and reasonably priced survey of Russian art from the social realism of the late-nineteenth century to Soviet Constructivism.

Kandinsky, Wassily (Vassily). Concerning the Spiritual in Art. New York: Dover, 1977.
10-12 Art Theory. $2.95, paper.

In this work, Kandinsky (1866-1958) explains his own theory of painting and crystallizes the ideas that were influencing many other artists of the period.

_____. Point and Line to Plane. New York: Dover, 1979.
10-12 Art Theory. $4.50, paper.

One of the most influential books in twentieth-century art, this work presents a detailed exposition of the inner dynamics of non-objective, abstract painting.

Krebs, Stanley D. Soviet Composers and the Development of Soviet Music. New York: W.W. Norton, 1970.
10-12 Music. $11.50.

This work examines the lives and works of two dozen major composers, emphasizing the influence of Soviet cultural ideology in music, identifying its sources, and tracing its development. Horak.

Lodder, Christina. Russian Constructivism. New Haven: Yale University Press, 1983.
11,12 Art History. $40.00.

This work represents a rich and detailed account of the ideologies and the socioeconomic, political, technological, and esthetic influences of this artistic movement during the early years of the Soviet Union. Ills. Photo's. Horak.

Marshall, Herbert. The Pictorial History of the Russian Theatre. New York: Crown Publishers, 1977.
8-12 Theatre. $14.95.

This work provides a detailed description of theatrical troupes active in Moscow and Leningrad. In addition it summarizes the history of Russian theatre through 1900. It contains more than 500 black and white photographs. Horak.

Money, Keith. Anna Pavlova: Her Life and Art. New York: Alfred A. Knopf, 1982.
11,12 Dance. $55.00.

This sequential biography of perhaps the world's most renowned ballerina is scrupulously objective and highly detailed. Horak.

Nickel, Heinrich. Medieval Architecture in Eastern Europe. New York: Holmes & Meier, 1983.
K-12 Architecture. $47.50 with plates.

Aimed at the general reader, this work considers the area covered by the modern states of Bulgaria, Rumania, eastern portions of Yugoslavia, and the European portion of the Soviet Union. Horak.

Sjeklocha, Paul and Igor Mead. Unofficial Art in the Soviet Union. Berkeley: University of California Press, 1967.
10-12 Art History. $42.50.

Taking as its theme the role of political influence on Soviet art, this work provides an essential assessment of the place of underground art in Soviet life. Horak.

Starr, Frederick S. Red and Hot: The Fate of Jazz in the Soviet Union 1917-1980. 1983.
9-12 Music. NA.

This fascinating book examines the influence of American culture on Soviet culture, with special emphasis on jazz music. Horak.

Stavrou, Theofanis George, ed. Art and Culture in Nineteenth-Century Russia. Bloomington: Indiana University Press, 1983.
11,12 Art History. $27.50.

This work is designed to provide a broad framework of Russian culture during the

nineteenth-century. It emphasizes two themes: the relationship between art and society, and the interaction of Western and popular traditions. Horak.

Swift, Mary Grace. The Art of the Dance in the USSR. South Bend: Notre Dame Press, 1968.
10-12 Dance. $19.95.

This work outlines the development of ballet in the Soviet Union up to 1964. It focuses on the ideological and political principles underlying Soviet ballet. Horak.

Vodarsky-Shiraeff, Alexandria. Russian Composers and Musicians: A Biographical Dictionary. New York: Greenwood Press, 1969.
10-12 Art History. $12.50.

Though originally published in 1940, this work is still a useful reference source, listing eighty-two composers and musicians. There are many biographies of composers and musicians victimized by Stalin's purges. Horak.

SOVIET GEOGRAPHY

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Introduction

Of all the regions on earth, the Soviet Union may be among the most difficult for Americans to understand. The policies and practices of its government and their impact on its people are not only alien to many American views, but antithetical to them. To give American students a true understanding of the Soviet Union, therefore, it is essential to convey not only the outcomes of these policies and practices, but the rationale behind them as well.

In teaching Soviet geography, primary attention should focus on the fact that today's Soviet landscape is a consequence of a centrally planned economy. Even in the pre-revolutionary period, economic policies were highly centralized in the seats of Russian political authority. American students must be informed of the influences that centralized planning has had on the landscape of their own country. There are few suitable American analogies that serve as examples, but the Homestead Acts, the Northwest Ordinance Surveys and the Tennessee Valley Authority are exceptions. A brief reference to Russian history can help students to comprehend the Soviet structure of authority and the resulting landscape as natural in a place with a long history of strong central authority. This framework is even more complex because many of the regions within the current Soviet state were annexed within the last century, and still bear strong non-Soviet, non-Russian national identities.

The substance of this essay is organized under the five themes for geographic education that were set out by the Association of American Geographers and the National Council for Geographic Education in 1984. The two essential questions that underlie the themes are: why are things in particular places, and how do those places influence the lives of the people who live in them? Under each theme are several key concepts around which curricula can be designed and references to certain facts, events and people that are essential to an explanation of the landscape within that theme.

Two features of the Soviet Union recur throughout the essay, and should be stressed within the Soviet Studies curriculum: 1) the Russian culture is a very old one, and the Soviet period is a relatively brief and recent part of that history. Historical context is therefore important in Soviet studies; and 2) the Soviet Union is a vast country with enormous diversity in its peoples, physical landscapes and resources. Recognizing that diversity is essential to understanding the geography of the place.

Theme I. Location: Position on the Earth's Surface

Absolute and relative location are two ways of describing the positions of people and places on the earth's surface. Specific locations can be described by coordinates of latitude and longitude which are arbitrary and unchanging and which cover the world. Nations can be described additionally by their location in the eastern, western, northern or southern hemisphere and by their location on a continent.

To explain initially the absolute location of the Soviet Union, it is useful to refer to a globe (rather than a flat map), and to stress the "northerliness" of the country; that is, the fact that most of its land is above 40 degrees north and that much extends well above the Arctic Circle. Comparisons of Soviet cities to American cities at similar latitudes can help students to imagine the Soviet setting. For example, the Soviet Union's southernmost boundary is farther north than Los Angeles; Tashkent, Vladivostock and Chicago are at roughly the same latitude; Moscow is farther north than Edmonton; and Yakutsk is farther north than Anchorage. In addition, the Europe/Asia distinction can be highlighted by pointing out that while three-fourths of the USSR's land area is on the Asian continent, most of its people live in the one-fourth of land that is in Europe. The globe also will show the location of the Soviet Union relative to other countries, including its close proximity to the northwestern border of the U.S.

The enormous area of the Soviet Union means that it has many neighbors and near-neighbors in several different regions of the earth. These neighboring countries can be grouped by region: 1) the Eastern European states on the western border, most of which are client states of the USSR (Poland, Czechoslovakia, Hungary, Romania); 2) the Muslim areas on the southwestern border (Turkey, Iran, Afghanistan); 3) South Asia (Pakistan, India); 4) East Asia (China, North Korea, Mongolia, Japan); and 5) North America (Canada, Alaska).

Within the Soviet Union, absolute locations of points, lines, and areas can be identified in map-based discussions of cities, transportation routes and administrative areas, which define relative locations. Discussions of relative location should stress the proximity of natural resources (minerals, energy, forests, agricultural soils) to industry and to people (labor), along with the implications of these relative locations for transportation needs, immigration and settlement policies, and economic development.

Theme II. Place: Physical and Human Characteristics

All places on earth have distinctive tangible and intangible characteristics that give them meaning, character and an identity separate from other places. Geographers generally use a place's physical or human characteristics to describe it. Physical characteristics derive from the geological, hydrological, atmospheric and biological processes that produce landforms, water bodies, climate, soils, natural vegetation, and animal life. Human characteristics of places refer to population composition, settlement patterns, architecture, kinds of economic and recreational activities, and transportation and communications networks. Observed characteristics -- what shows on the landscape -- may not tell the whole story of the physical and human characteristics that have existed in a place over time, but they provide a key to identifying and interpreting the interrelations between people and their environments.

The physical environment of the Soviet Union is a diverse, and in some regions is so harsh that it has constrained settlement and human activity. A region-by-region overview of the country's climate, soil and natural resources helps students to comprehend the distribution of people and activities on the landscape. In particular, the abundance of the Soviet Union forests, mineral resources and water power go far in explaining patterns of economic activity -- as does its scarcity of prime agricultural soils.

After the physical backdrop is established, the distribution of people and their various characteristics can be overlain, with reference to maps of languages, religions, former national identities and race. These patterns again will reveal the diversity among the various republics. Special emphasis should be given to the historical and current areal extent of Russia and Russians, because they have been the dominant group in the USSR throughout modern history. Their efforts to achieve "Russification" of the non-Russian republics through language, religion, culture and administrative control have met with mixed success. The modern era has seen slow growth of the Russian population and rapid growth of some other groups. Demographic changes threaten to make Russians a minority in some republics, especially in the rapidly growing Muslim areas. These changes have great implications for the ability of the largely Russian Soviet government to manage those regions effectively.

Theme III. Relationships With Places: Humans and Environments

Cultural and physical relationships describe the way people modify or adapt to natural settings. The nature of these alterations reveals a population's cultural values, economic and political circumstances, and technological abilities. Geography focuses on understanding how such human-environment relationships develop and what effects they have on people on the environment.

The pattern of people interacting with places in the Soviet Union has changed dramatically during successive/various periods of the country's history. In the pre-revolutionary period, patterns and levels of economic development were determined largely by an imperial authority centered in St. Petersburg or in Moscow. The nearly constant disruptions of war and aggression, coupled with the political instability of the government, slowed the diffusion of ideas and technology from the West. As a result, decades passed before Russia developed agricultural mechanization, industrialization and a communications infrastructure that could distribute such basic advances as literacy or health care. The Soviet period has therefore been a 70-year effort to "catch up" with western development, and these efforts have dramatically reshaped the landscape.

The most important aspect of the Soviet period in shaping the Soviet landscape has been the formal centralization of economic and social planning. Lenin's ideas -- which favored localized development in accord with resource endowment and local self-sufficiency of regions -- were cast aside by Stalin, who felt that humans could conquer and reshape nature to their own desires. Stalin collectivized and mechanized farming in the 1930s, pushing the development of heavy industry throughout his regime until his death in 1953. During this period, patterns of people and activities changed. Smallhold farmers were displaced from their lands, and 35 million left rural areas to go to towns and cities.

After Stalin, and especially since the late 1960s, economic planning has shifted back to a regional scale, so that resources and industry are developed in close proximity. The government has had to offer incentives to draw laborers to these "territorial production complexes," and has met with mixed results.

Theme IV. Movement: Humans Interacting on the Earth

Humans occupy places unevenly across the face of the earth, yet they interact with one another. They travel from one place to another, they communicate with one another, and they rely upon products, information and ideas that come from beyond their immediate environment. Relationships among places can be simple or complex. In practical ways, geography helps to explain varied patterns in the movements of people, ideas and materials.

Creating efficient systems for movement has been one of the greatest challenges facing Russia and the Soviet Union, because of the country's vast area and its sometimes harsh environment. In particular, the heavy concentration of its population in the western areas and its rich wealth of resources in the sparsely populated and intemperate east have posed the problem of efficiently joining labor and resources for industrial development.

Strong centralized planning and control enable the Soviet government to distribute people and activities efficiently throughout the country. The primary constraint on the economically efficient redistribution of people continues to be the lack of infrastructure for delivering goods and communications to remote regions. The Soviet government controls the movement and residence of its people through laws, but it does not order them to relocate to areas of labor demand. The government offers incentives of high wages and special benefits to entice labor where it is needed. Despite the incentives, people tend to remain near population concentrations in the west, where consumer goods and services are better supplied and where the exigencies of travel and communication are easier to cope with.

Theme V. Regions: How They Form and Change

The basic unit of geographic study is the region, an area that displays unity in one or more characteristics or that is tied together by certain processes or interactions. Regions can describe, for example, the extent of political power, as with nations, provinces, or cities; or areas of homogeneous people, as with ethnic or religious groups.

Regions perform many functions in geographic education. They define convenient and manageable units upon which to build the student's knowledge of the world, and they provide a context for understanding current events.

The diversity and complexity of the Soviet Union is described well by its various regionalization schemes. Some republics can be grouped into regions because their histories are different from that of Russia. For example, the Baltic states (Latvia, Lithuania, Estonia) were independent states within recent memory. As in the Eastern Bloc client states of the USSR, there is chronic unrest in the Baltic region and agitation for separation and autonomy. Soviet Central Asia is perhaps most distinct from the rest of the USSR, because it is Muslim. Its Muslim culture and religion predate the Soviet nation-state by centuries. The

old districts in cities of Uzbekistan look more like those in Iran than Russia. The region's physical distance from Moscow, its cultural distance from the rest of the Soviet Union, and its rapidly growing population all make it an unlikely candidate for Russification.

Other regions can be defined by their political dominance. The Moscow region includes the city itself, its suburbs and satellite towns, and a sphere of influence that radiates many miles beyond the city's legal limits. The Russian republic is a region in its historic longevity as the Russian homeland. Throughout the instability of Russia's borders overtime, much of this region has always been Russia.

The Future

Since Gorbachev came to power, the pace of change in the Soviet Union has accelerated. New economic policies and political reforms will continue to shape the patterns of human activity in the country. A basic grounding in Soviet geography will enable American students to interpret these changes. As "glasnost" increases the flow of information between the USSR and the West, the images that Americans receive will increase their impression that differences are rapidly diminishing between Soviet and American citizens, especially youth. Geography teaches us to appreciate and respect the differences among ourselves and other inhabitants of the world; from that knowledge, the basic similarities among all humans can emerge. For Americans, coming to understand the Soviet people in this way will be a crucial element in shaping U.S.-Soviet relations into the twenty-first century.

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A regional analysis of the Soviet Union based on 19 regions (18 economic regions plus Moldavia with 2-color maps (black and brown), tables, illustrations, and bibliographies. The regional syntheses include physical setting and natural resources, population and cities, branches of the economy, and particular problems.

Morton, Henry W. and Robert C. Stuart, eds. The Contemporary Soviet City. Armonk, NY: M.E. Sharpe, Inc., 1984.

Pallot, Judith and Denis J.B. Shaw. Planning in the Soviet Union. Athens: The University of Georgia Press, 1981.

Parker, William H. The Soviet Union. 2nd ed. New York: Longman, 1983.

Brief introduction to the principal natural and cultural landscapes of the Soviet Union grouped by great vegetation belts: tundra, forest, steppe, desert, and mountains.

Shipler, David K. Russia: Broken Idols, Solemn Dreams. New York: Penguin, 1983.

Shoemaker, M. Wesley. The Soviet Union and Eastern Europe 1986. The World Today Series. Harpers Ferry, WV: Stryker-Post Publications, 1987.

Symons, Leslie, ed. The Soviet Union: A Systematic Geography. London: Hodder and Stoughton, 1983.

Time-Life Books, eds. The Soviet Union. Library of Nations Series. Alexandria, VA: Time-Life Books, 1984.

Willis, David K. Klass: How the Russians Really Live. New York: St. Martin's Press, 1985.

Supplement to Bibliographical Materials

Central Intelligence Agency. The CIA, one of the federal government's most prolific map makers, has more than a hundred maps of foreign countries available to the public. The CIA also creates a few atlases that include pull-out or fold-out maps. CIA maps are available from several sources. The National Technical Information Service distributes most CIA maps published after January 1, 1980. Orders should be directed to NTIS (U.S. Department of Commerce), 5285 Port Royal Road, Springfield, VA 22161, 703/487-4650. Use the NTIS document number (PB number) when ordering. NTIS accepts personal checks or money orders drawn on U.S. or Canadian banks and made payable to "NTIS."

The Government Printing Office (Superintendent of Documents), Washington, D.C. 20402, 202/783-3238, is distributor for many CIA maps and all atlases. Available maps and atlases are listed in the free GPO subject index, "Maps and Atlases."

Maps and other CIA publications produced before 1980 are available from: Library of Congress (Photoduplication Services), Washington, D.C. 20504, 202/287-5650. Staff in the Library's Geography and Map Division can help locate the CIA maps in the collection. A free catalog listing CIA maps and where to obtain them, "CIA Maps and Publications Released to the Public," is available from the Central Intelligence Agency (Public Affairs Office), Washington, D.C. 20505, 703/351-2053.

National Geographic Society. 17th and "M" Streets Northwest, Washington, D.C. 20036, 202/921-1200, offers several maps of foreign countries, including: The Soviet Union (02396:$4), measuring 37" x 23", in full color.

Defense Mapping Agency. DMA Office of Distribution Services, ATTN: DCCP, Washington, D.C. 20315, 202/227-2495. The Defense Mapping Agency is the central map producing branch of the Department of Defense. products may be purchased with a check or money order in U.S. dollars drawn from a U.S. or Canadian bank and made payable to "Treasurer of the United States."

Catalogs of DMA products are available from the Office of Distribution Services or authorized DMA map dealers for $2.25 each. The "Department of Defense/Defense Mapping Agency Catalog of Maps, Charts and Related Products" is divided into four parts: "Part I, Aerospace Products," "Part II, Hydrographic Products," "Part III, Topographic Products," and "Part IV, World-Small and Medium-Scale Maps." The catalogs are further subdivided by world region, so when ordering or inquiring about available maps, be sure to specify the country or continent in which you are interested. The "Annual Price List" can be obtained for $1 from the DMA and authorized dealers. The catalogs are price list include listings of authorized DMA map dealers. Example: Administrative Areas of the USSR. (Series 5103; Stock No. 5103XADMAUSSR: $3.50) is a multicolored planimetric, political administrative map showing boundaries, towns, transportation features, hydrographic features, and pipelines. A glossary and administrative list with abbreviations are also included.

RESOURCE MATERIAL ON GEOGRAPHY

CLASSROOM MATERIALS: FOR THE STUDENT

Atlas of the Soviet Union, 1987. US Department of State.
All Map. NA.

This atlas may be obtained from the Superintendent of Documents, US Government Printing Office, Wash., D.C. 10027.

Base Maps of the Soviet Union, set of 4. Mankato State University, Department of Geography.
7-12 Map. Free, contact Dept. of Geog., MSU.

Each map emphasizes different base information. Maps overlap, enabling the comparison of different geographical information.

Feshbach, Murray. The Soviet Union: Population Trends and Dilemmas. In "Population Bulletin," v.37:3, August, 1982. Washington Population Reference Bureau, Inc.
9-12 Demography. $3.00, paper.

This 45-page pamphlet provides demographic information by age, sex, and ethnicity, giving overall averages as well as breakdowns by Soviet republic. It is well documented, with many charts and graphs. Vaillant.

Goff, James F. Russian Transliteration System (and Soviet Geographic Terms: Transliteration Exercise. Mankato State University Department of Geography, 1984.
10-12 Geography, Russian Language. Free, contact Dept. of Geog., MSU.

This piece provides short exercises for learning the Russian alphabet and practicing some Russian words: for in-class assignments.

_____. and Branko M. Colakovic. Regions and Regionalization: The Boundary Between Europe and Asia. Paper published for the MSU Social Studies Educators Workshop, October 1988.
10-12 Geography. Free, contact Dept. of Geog., MSU.

This paper contains step-by-step instructions for advanced junior and senior high students on how to locate the boundary between Europe and Asia in the Soviet Union.

Hantula and Flickema, eds. Global Insights. New York: Bobbs & Merrill.
10-12 Geography, History. NA.

This text includes units on Soviet Geography and Cultural History.

Kidron, Michael, and Ronald Segal, eds. The New State of the World Atlas. New York: Simon and Schuster, 1984.
7-12 Geography, Social Studies. $12.95, paper.

This is an excellent text for teaching the relationship between geographical data and political developments. A teaching guide and student workbook are also available.

Mellor, Roy E.H. Geography of the USSR. New York: St. Martin's Press, 1964.
10-12 Geography. $12.00

This highly condensed survey covers the physical features, historical development, agriculture, fuels and minerals, industry and transportation, and population and settlement of the Soviet Union. Horak.

Mowat, Farley. The Siberians. New York: Penguin Books, 1979.
9-12 Geography, Sociology. $3.95, paper.

Though a bit romantic and naive in its assessment of Soviet politics, this very readable book provides a fine vision of Siberia's cultural diversity and natural beauty.

Myers, Norman, ed. Gaia: An Atlas of Planet Management. Garden City, NY: Doubleday and Co., 1984.
7-12 Geography. NA.

This is an excellent source of world environmental and ecological concerns.

Ryabko, E. We Live in the Asian USSR. "Living Here" series. New York: Franklin Watts, 1984.
5-12 Geography, Social Studies. $11.90.

_____. We Live in the European USSR. "Living Here" series. New York: Franklin Watts.
5-12 Geography, Social Studies. NA.

This collection of 26 two-page interviews with men and women living in the Asian Soviet Union is an excellent source of geographical and ethnic information. It includes maps, and color photographs.

Symons, Lelie. The Soviet Union: A Systematic Geography. London: Hodder and Stoughton, 1983.
11-12 Geography. $21.50, paper.

This work discusses the basic aspects of physical and economic geography of the Soviet Union. It is the most up-to-date geographical study available on the Soviet Union in English. Horak.

Tauffe, Robert and Robert Kingsbury. An Atlas of Soviet Affairs. New York: Praeger, 1965.
9-12 Geography. $1.95.

Small in format, but rich in maps and useful commentary of various aspects of Soviet history, geography, economy, and population. Horak.

RESOURCE AND SUPPLEMENTARY MATERIAL: FOR THE TEACHER

Cressey, George B. Soviet Potentials: A Geographic Appraisal. Syracuse, NY: Syracuse University Press, 1962.
10-12 Geography. $5.95, paper.

This work is a concise, lively, and readable survey of natural conditions, resources, peoples, economy, and regions of the Soviet Union. Horak.

Dewdney, J.C. USSR in Maps. New York: Holmes & Meier, 1982.
10-12 Geography. NA.

This work includes a series of maps detailing separately physical environment, human geography, economic geography, and regions. Horak.

Lydolph, Paul E. Geography of the USSR. New York: Wiley & Sons, 1977.
10-12 Geography. $10.95.

This work presents both a general and systematic economic geography of the Soviet Union. It includes many excellent maps and illustrations. Though a bit advanced, it may be useful as a classroom text. Horak.

Mellor, Roy E.H. The Soviet Union and Its Geographical Problems. London: Macmillan, 1982.
10-12 Geography. $25.00

This work offers a systematic examination of the origins, historical developments, and internal organization of the Russian-Soviet state. Topics: demographic and ethnic aspects, settlements, agriculture, industrial resources, major industrial branches, transportation, and international relations. Well illustrated with maps and tables. Horak.

Shabad, Theodore. Geography of the USSR: A Regional Survey. New York: Columbia University Press, 1951.
11-12 Geography. NA.

Shabad surveys the Soviet Union by regions and oblasts. A valuable reference tool, it includes numerous maps and tables, a bibliography, and an extensive index. Though a bit advanced, it may also be useful as a classroom text. Horak.

RESOURCE MATERIAL: GENERAL REFERENCE

BOOKS AND INDEXES

American Bibliography of Slavic and East European Studies. Stanford, CA: The American Association for the Advancement of Social Studies.
10-12 Periodical Guide. NA.

This is an index to articles written by Western scholars of the Soviet Union and Eastern Europe.

Ardin Books Catalogue. Ann Arbor: Ardin Books.
K-12 Catalogue. NA.

Ardin Books is the publisher of a large variety of works on the Soviet Union. Address: 2901 Heatherday, Ann Arbor, MI 48104.

Bibliographic Guide to Soviet and East European Studies. Boston: G.K. Hall.
10-12 Periodical Guide. NA.

This is an index of articles written by International scholars, including those from Socialist countries, the Soviet Union, and Eastern Europe.

CCPCR Database.
K-12 Soviet Studies. Free.

This constantly updated, free service provided by the Committee on College and Pre-College Russian (CCPCR) provides hardcopy printouts of the following categories of information: Area Studies Texts, AV Suppliers, Russian Area Studies Centers, Computer Software, Russian Language Texts, Success Stories (descriptions of current Russian Language programs across the country), Suplementary materials and Travel-Study Programs. Source: CCPCR Database, P.O. Box 788, Choate Rosemary Hall, Wallingford, CT 06492: 203-269-7722, Johannes Van Straatlen. CCPCR.

The Constitution of the USSR.
K-12.

Just as knowledge of the United States is incomplete without having read the U.S. constitution, so knowledge of the Soviet Union is incomplete without access to its constitution.

Directory of Slavic Studies. Stanford, CA: American Association for the Advancement of Slavic Studies.
10-12 Directory: Academic Programs. NA.

This work is a useful reference to programs in Slavic Studies at the college level across the country.

The Global Yellow Pages: A Resource Directory. New York: Global Perspectives in Education, Inc., 1981.
K-12 Directory: Organizations. NA.

This work is a very useful listing of national organizations dealing with Global issues. It lists many organizations directly involved with the Soviet Union.

Goldstein. a la Russe. New York: Random, 1983.
K-12 Cooking. NA.

Though out of print, this is a wonderful cookbook.

Grant, Stephen A. Scholar's Guide to Washington, D.C. for Russian and Soviet Studies. Washington, D.C.: Smithsonian Institution, 1983.
10-12 Directory: Organizations. NA.

This is an excellent directory of the hundreds of Washington-based governmental and nongovernmental organizations that work in the area of the Soviet Union.

A Guide to Films: Soviet Studies Series. Washington, D.C.: The Committee for National Security. 1985.
K-12. Film Guide. Subscription: $8.50, annual.

This collection of evaluations presents critical opinions about the scope, usefulness, and quality of specific films. ERS. Address: CNS, 2000 P. Street, NW, Suite 515. Washington, D.C. 20036.

Guide to Samizdat and Dissent in the Soviet Union.
11,12 Bibliography. NA.

This is a very useful bibliography of dissent and underground literature in the Soviet Union. It can be found in the library of Hamline University.

Horak, Stephen M. Russia, the USSR, and Eastern Europe: A Bibliographic Guide to English Language Publications, 1964-1974. Littleton, CO: Libraries Unlimited, 1978.
10-12 Bibliography. NA.

_____. Russia, the USSR, and Eastern Europe: A Bibliographic Guide to English Language Publications, 1975-1980. Littleton, CO: Libraries Unlimited, 1982.
10-12 Bibliography. NA.

_____. Russia, the USSR., and Eastern Europe: A Bibliographic Guide to English Language Publications, 1981-1985. Littleton, CO: Libraries Unlimited, 1987.
10-12 Bibliography. NA.

Horak's annotated bibliographies are excellent sources of information.

_____. The Soviet Union and Eastern Europe: A Bibliogrpahic Guide to Recommended Books for Small and Medium-sized Libraries and School Media Centers. Littleton, CO: Libraries Unlimited, 1985.
10-12 Bibliography. NA.

This work should prove indispensible to any library or school district interested in upgrading its collection of materials dealing with the Soviet Union and Eastern Europe.

Hosting Soviet Visitors: A Handbook. Cosponsored by the Institute for Soviet-American Relations and the Delphi International Group. Feb. 1988.
K-12 Handbook. $5.95, $4.95 for 5 or more.

A handbook for anyone interested in hosting Soviet citizens or learning about existing US-Soviet exchange programs. Address: Delphi Press, 1019 19th St. N.W., Suite 900, Wash., D.C. 20036.

The Human Rights Internet Directory: East Europe and the USSR. Cambridge: Harvard Law School, 1987.
10-12 Directory: Organizations. NA.

This is a directory of human rights organizations that monitor the Soviet Union and Eastern Europe.

Ignashev, Sergei P. Soviet Serials in Translation. Chicago: The Center for Research Libraries, 1983.
10-12 Periodical Guide. NA.

This is a guide to Soviet periodical literature available in translation.

Learning About the Soviets: Selected Teaching Resources.
Elementary Resource Guide. $6.00.

This is a fully annotated listing of audio-visuals, articles, curricula, books, and resource organizations relevant to Soviet Studies. Available from Educators for Social Responsibility. ESR.

1988-89 Directory of Peace and Justice Groups and Resources. Minneapolis: Minnesota Peace and Justice Coalition, 1988.
K-12. Directory: Organizations. $7.00, members; $12.00, non-members.

An excellent listing of peace and justice organizations in Minnesota, several of which sponsor either Soviet education programs or exchange programs.

Papashvily, Helen & George. Russian Cooking. New York: Time-Life Books, 1975.
K-12 Cooking. NA.

Though out of print, this cookbook is delightful.

Rahr, G., ed. A Biographical Directory of 100 Leading Soviet Officials, 3rd ed. Munich: Radio Liberty Research, RFE/RL, March 1986.
10-12 Directory: People. $10.00.

This work provides biographies of top government and Party administrators, important military representatives, important members of the Academy of Sciences, and other vital groups in Soviet society. Vaillant.

Resource Guide to Teaching Aids in Russian and East European Studies. Bloomington: Russian and East European Institute, Indiana University, 1983.
K-12 Resource Guide. NA.

This is a short but useful guide to educational materials in Soviet Studies: Audio

cassette, films, film strips, slide programs, transparencies, and videotapes.

Schopflin, George. The Soviet Union and Eastern Europe. "Handbooks of the Modern World" series. New York: Facts on File Publication, 1986.
10-12 Periodical Guide. $40.00.

This is an annotated guide to periodical literature from the world press dealing with the Soviet Union and Eastern Europe. Vaillant.

Shukman, Harold, ed. The Blackwell Encyclopedia of the Russian Revolution. New York: Basil Blackwell, Inc., 1988.
10-12 Encyclopedia. $55.00.

This work is a useful reference source for the background and process of the Russian Revolution.

Talbot, Elizabeth and Janet G. Vaillant. Russia/Soviet Union: A Guide to Print Materials for Teachers. Urbana: Russian and East European Center, University of Illinois, 1985.
K-12 Resource Guide. NA.

This is an excellent resource guide to printed materials concerning Soviet Studies. Each work is summarized, then reviewed by both a college professor and elementary or secondary teacher.

Torney-Purta, Judith, ed. Evaluating Global Education. New York: Global Perspectives in Education, Inc.
K-12. Pedagogy. NA.

This is an analysis of global studies program evaluation methods. Global Studies Resource Center, St. Louis Park.

Undergraduate Manual on Research Strategy in Russian Studies. St. Paul MN: Hamline University: Englewood Printing
11,12 Social Studies. $1.65.

This work is both a guide to conducting research in Soviet Studies and a listing of resource materials to be found in most college libraries. It is available from Englewood Printing in St. Paul: 612-644-2460.

University Film and Video: 1987-1989 Media Catalogue. Minneapolis: U. Film & Video, 1987.
K-12 Catalogue: Media. Free.

This enormous volume contains an extensive list of Soviet and East European media materials.

Wasserman, Paul, ed. Ethnic Information Sources of the United States. Detroit: Gale Research Company, 1986.
K-12 Directory: Organizations. NA.

This is a directory of ethnic organizations in the United States. It lists many organizations concerned with the Soviet Union.

LEARNING PROJECTS

Alexander, Michelle. Give Peace a Chance.
Elementary Peace Studies. NA.

This board game challenges students to win by sharing inventions and creating peace parks or to lose for invading smaller countries and having poor human rights policies. Address: Peace Works, Inc., 3812 N. First St., Fresno, CA, 93726. ISAR.

Gross, Susan Hill and Marjorie Wall Bingham. Women in the USSR. Minneapolis: Glenhurst Publications, 1980.
10-12 Womens' Studies. NA.

This teaching unit with film strip is a companion to the book listed in the Social Studies bibliography.

Peace Child and the Peace Child Study Guid for Schools.
1-9 Theatre. NA.

Peace Child is a musical play which can be produced by school or community groups. The story: two children of diplomats, one Soviet and one American, meet in D.C. and come to teach their parents about the necessity for peace. A study guide of some 20 lesson outlines for creative activities is included. Address: Peace Child Foundation, 3977 Chain Bridge Road, Suite 204, Fairfax, VA 22030. ESR.

CURRICULA PROJECTS

The Elementary School Package.
Elementary Geography. $9.95, packages. $5.95, audio tape of Soviet folk tales, 60 min.

This unit focuses on Soviet geography, people, and culture, including map exercises, Russian children's stories and art, and a lesson on the Cyrillic alphabet with "jigsaw puzzle" letter writing projects. Address: Ground Zero Pairing Project, P.O. Box 19049, Portland, OR, 97219. ESR.

Evenson, Sister Margaret. Folk Arts of the Soviet Union.
Elementary Folklore Studies. NA.

This activities packet endorses a folk-craft approach to appreciating Soviet culture and includes instruction in making nesting "grandmother" dolls, Ukrainian egg decorating, Belorussian straw designs, embroidery, weaving, and other crafts. Address: Target Seattle: Soviet Realities School Curriculum Project. 620 18th Ave. East, Seattle, WA, 98112. ESR.

Exploring Stereotypes: A Closer Look at Our Image of the Soviets. US-USSR Project of the American Friends Service Committee.
10-12 Current Affairs. NA.

This educational packet includes discussion exercises and project ideas for use with teens and adults studying the Soviet Union and Soviet-American relations. Address: AFSC, 317 E. 25th St., Baltimore, MD 21218. ISAR.

Global Studies. Amboy, Minn: Amboy-Good Thunder School.
9 Cross-Curricular. NA.

This is a collection of curriculae in global studies designed by teachers for the 9th grade including several units on the Soviet Union. Available from the Global Studies Resource Center, St. Louis Park, or

Patricia Mohn, Sup.
Independent School District No. 79.
Blue Earth County
Amboy, MN 56010
507-674-3045

Minnesota Soviet Seminar: Curriculum Materials: 1987. Global Studies Resource Center, 6300 Walker Street, Rm. 228. St. Louis Park, MN 55416. 612-925-1128.
K-12 Curriculum Guide. NA.

This packet includes curricula for a variety of subjects designed by Minnesota elementary, middle, and secondary teachers. Global Studies Resource Center, St. Louis Park.

Molander, Earl A. Minicourse: What About the Russians? Portland, OR: Ground Zero.
9-12 Curriculum Guide. $12.95.

This curriculum package includes a minicourse on US/Soviet relations to be used in conjunction with the Ground Zero Primer What About the Russians--And Nuclear War? Vaillant.

Pearl, Shirley. The Largest Country in the World and the Way People Live Today. St. Paul: Shirley Pearl, 1988.
K-9 Social Studies.

This is a 32-page student booklet with suggested teaching approaches, learning outcomes, and bibliography. There is a video that is also available: see MEDIA. Contact: District Materials Center, St. Paul Pub. Sch.; 612-293-8768.

Wheeler, Julie. The Soviet Union: A Curriculum for Elementary Grades.
3-4. Curriculum Guide $4.00.

These teacher-ready activities -- from recipes to relief maps -- focus on humanizing the Soviets and presenting them in the most favorable light. Address: Riverdale School, 11733 S.W. Breyman Ave., Portlund, OR 97219. ESR.

Zansberg, Steve, ed. International Security and Arms Control Curriculum Materials Bibliography. Stanford: International Security and Arms Control Project of the Stanford Program on International and Cross-cultural Education. 1984.
K-12 Curriculum Guide. NA.

This is a guide to a variety of teaching tools on Foreign Affairs and Arms Control.

PERIODICALS: FOR THE STUDENT

The Atlantic Monthly. Boston: Atlantic Monthly Corp.
10-12 Current Affairs
Monthly. $14.95 per year

This publication is a fine source of commentary on national and international issues.

The Current Digest of The Soviet Press. Columbus, OH: Current Digest of the Soviet Press.
10-12 Current Affairs.
Weekly. $64.00 per year.

An impressively thorough English-language overview of Soviet newspapers and periodicals that provides documentary coverage of events and viewpoints as they are presented in the USSR. ESR. Address: 1314 Kinnear Road, Columbus Ohio, 43212.

The Economist. London: The Economist Newspaper.
11,12 Current Affairs.
Weekly. $98.00 per year.

Written from an economist's perspective, this English publication offers very cogent and brief analyses of current events.

Foreign Policy. Washington, D.C.: Carnegie Endowment for International Peace.
11,12 Curent Affairs.
Quarterly. $23.00 per year.

This publication is an excellent source of analyses of current events. The articles, written by experts in their respective fields, are always exhaustive and well documented.

Glasnost. New York: Center for Democracy.
10-12 Current Affairs, Social Studies.
Monthly. $7.00 each.

This influential and controversial journal, published unofficially in the Soviet Union, is now published in English and available from the Center for Democracy, 358 W. 30th St., Suite 1-A, New York, NY 10001.

Harper's Magazine. New York: Harper & Row.
11,12 Current Affairs.
Monthly. $18.00 per year.

Harper's is a fine source of articles addressing both national and international concerns. It often publishes articles on the Soviet Union and Soviet/American relations.

The Nation. New York: The Nation Group.
11,12 Current Affairs
Weekly. $36.00 per year.

An excellent publication of current affairs, The Nation is written from a perspective that is decidedly on the left.

The New Republic: A Weekly Journal of Opinion. Washington, D.C.: New Republic.
10-12 Current Affairs
Weekly. $56.00 per year.

This magazine of current affairs is noted for the objectivity and accuracy of its reporting.

Newsweek. New York: Newsweek.
9-12 Current Affairs.
Weekly. $28.41 per year.

Though an adequate source of current affairs information, Newsweek is written for a popular audience and the resulting limitations of its analysis should be noted.

Pravda.
6-12 Current Affairs.
$300.00 per year, Institution.

Pravda is the official journal of the Central Committee of the Communist Party in the USSR. English translation available through Context Corp., St. Paul, MN. 612-641-9948. Though the translations are temporarily out of print, an extensive backlist is available.

Soviet Life.
K-12 Current Affairs.
Monthly. $27.00 per year.

This publication can be adapted to all levels from high-school world-affairs courses to cut-and-paste and global awareness applications for elementary students. Available at this address: P.O. Box 578; Fredericksburg, VA 22404-9989, or from distributor Viktor Kankin, Inc., 22224 Parklawn, Rockville, MD 20852.

Soviet Union. Moscow: Soviet Union.
K-12.
Monthly. NA.

This illustrated popular magazine is reminiscent of Life Magazine.

Surviving Together: A Journal on Soviet/American Relations.

Highly recommended.

Time. New York: Time-Life Inc.
9-12 Current Affairs.
Weekly. $58.24 per year.

Though an adequate source of current affairs information, Time is written for a popular audience and the resulting limitations of its analysis should be noted.

U.S. News and World Report. Washington, DC: U.S. News and World Report.
10-12 Current Affairs.
Weekly. $34.50.

Though an adequate source of current affairs information, U.S. News and World Report is written for a popular audience and resulting limitations of its analysis should be noted.

99

The Washington Post: National Weekly Edition. Washington, DC: The Washington Post.
9-12 Current Affairs.
Weekly. $39.00 per year.

The Washington Post has long been recognized as one of the best sources of national and international news. This weekly digest is a source of articles on the Soviet Union as well as many other areas.

World Monitor: The Christian Science Monitor Monthly. Boston: Christian Science Monitor.
10-12 Current Affairs.
Monthly. $29.94 per year.

The Christian Science Monitor is a magazine of world affairs that offers articulate and in-depth analyses of current events. Inexpensive and very useful.

World Press Review. New York: The Stanley Foundation.
10-12 Current Affairs.
Monthly. $24.97 per year.

This digest of the world press is an excellent source of articles on international affairs from an international perspective.

World Watch. Washington, DC: World Watch Institute.
7-12 Current Affairs.
Bi-monthly. $20.00 per year

A useful magazine of world affairs, World Watch contains articles on subjects from international human interest stories to current events.

PERIODICALS: FOR THE TEACHER

Unless otherwise noted, all the journals listed are scholarly publications in their respective fields.

Canadian-American Slavic Studies/Revue Canadienne-Americaine Slaves. Irvine, CA: Charles Schlacks.
Quarterly. $25.00 per year, Institution.

This is a useful source of articles written on subjects relevant to Soviet Studies.

Harvard Soviet & East European Language & Area Center Newsletter
Cambridge: Harvard SEELAC.
Quarterly. NA.

The Harvard center has for long been very active in assisting elementary and secondary efforts in Soviet Studies. The Newsletter is often a good source of information for teachers interested in the area.

Russian History/History Russe. Irvine, CA: Charles Schlacks.
Quarterly. $40.00 per year, Institution.

Russian Literature: Croatian, Serbian, Czech, Slovak, and Polish. Elsevier Science Pubishers.
Eight issues per year. NA.

Each of these issues is devoted to a special topic of Russian literature.

Russian Literature Triquarterly. Ann Arbor: Ardis Publication.
Quarterly. $40.00 per year.

The Russian Review: An American Quarterly Devoted to Russia, Past and Present. Cambridge, MA: Russian Review Quarterly.
Quarterly. $18.00 per year.

Soviet Analyst: A Fortnightly Commentary. Sussex, England: Hove Printing.
Bi-weekly (newsletter). $90.00 per year.

This provides a two-week review of Soviet current events.

Soviet Anthropology and Archeology: A Journal of Translations. Irvine, CA: Charles Schlocks.
Quarterly. $196.00 per year, Institution.

Soviet Economy. Silver Springs, MD: V.H. Winston & Sons.
Quarterly. $105.00 per year, Institution.

Soviet Geography. Silver Springs, MD: V.H. Winston & Sons.
Quarterly. $228.00 per year. Institution.

Translations of Soviet research in geography.

Soviet Jewish Affairs: A Journal of Jewish Problems in the U.S.S.R. and Eastern Europe.
London: Institute of Jewish Affairs.
Quarterly. $25.00 per year, Institution.

The Soviet Review: A Journal of Translations. Armonk, NY: M.E. Sharpe.
Quarterly. $45.00 per year.

Soviet Sociology: A Journal of Translations. Armonk, NY: M.E. Sharpe.
Quarterly. $210.00 per year, Institution.

A journal of Soviet research in sociology.

Soviet Studies in History: A Journal of Translations. Armonk, NY: M.E. Sharpe.
Quarterly. $196.00 per year, Institution.

A journal of Soviet research in history.

Soviet Studies in Philosophy: A Journal of Translations. Armonk, NY: M.E. Sharpe.
Quarterly. $196.00 per year, Institution.

Translations from the Russian in literary criticism and scholarship: past and present.

Soviet Union/Union Sovietique. Irvine, CA: Charles Schlacks.
Quarterly. $20.00 per year, Institution.

A journal Soviet current affairs.

ARTICLES: FOR THE TEACHER OR STUDENT

The following is a list of recent articles on the Soviet Union recommended by Minnesota teachers and professors. It is by no means intended to be comprehensive.

Dorman, William A. "Soviets Seen through Red-Tinted Glasses."Bulletin of the Atomic Scientists. Feb., 1985: 18-22.
11,12 Current Affairs.

Galbraith, John Kenneth. "Letter from Moscow: The Soviet Economy: Prospects for Change." Harpers. June, 1987.
10-12 Economics, Current Affairs.

Harvey, Hal. "The Best Defense is Dealing with the Roots of Conflict." New Options. No. 38, April 30, 1987.
10-12 Foreign Policy, Current Affairs.

Kennedy, Paul. "What Gorbachev is Up Against." The Atlantic Monthly. June 1987.
10-12 Current Affairs, Social Studies.

Myers, Norman. "Linking Environment and Security." Bulletin Atomic Scientists. June 1987.
10-12 Current Affairs.

"Planning the Second Revolution." World Press Review. March 1987.
10-12 Current Affairs

Simes, Dmitri K. "Gorbachev: A New Foreign Policy." Foreign Affairs. 65:3, 1986.
10-12 Foreign Policy, Social Studies.

Troy, Carol. "Moscow's Women." Ms. Magazine. 16:10, April 1988. 54-63.
10-12 Women's Studies.

"The Soviet Union." Current History.
10-12 Current Affairs.

Current History runs an annual October edition on the Soviet Union.

MEDIA MATERIALS: VIDEO, FILM, RADIO, COMPUTER, & DISTRIBUTORS

Video

A Day at School in Moscow.
Elementary Social Studies. Video, 24 min., including study guide. Educators for Social Responsibility. $30.00, rental.

This video provides images of a complete school day in a Moscow elementary school: including footage of parents dropping off their children, a wide variety of classrooms and grade levels, and interviews with children, parents, teachers, and administrators. ESR.

The Challenge of the Caucasus.

7-12 Social Studies. Video/Film, 49 min. Coronet/MTI Film & Video. $99.00 Video, rental.

This award winning film chronicles the exhibition to climb Mr. Elbrus, the highest mountain in Europe, sponsored by the US-USSR Youth Exchange Program. ESR.

Chernobyl and Three Mile Island: A Spacebridge.

10-12 Current Affairs. Video, 30 min. Search for Common Ground. NA.

Coverage of a public US-USSR discussion on the two incidences hosted by Hedrick Smith. ISAR.

Commrades. 13 part series, in 45min. segments broadcast by KTCA, Mpls., PBS Affiliate, 1987.

9-12 Current Affairs. Video. PBS.

Multipart BBC produced series that appeared on PBS in 1987. Good individual segments on education, agriculture, etc.

Companion Volume:
Bookbinder, Alan, et.al. Comrades. New York: New American Library, 1986. $10.95.
Companion to the video series.

A Day at School in Moscow.

All Social Studies. Video, 24 min. Educators for Social Responsiblity. $30.00, purchase (including study guide).

Presents a full school day in three different Moscow schools. ESR.

Inside the Soviet Circus.

7-12 Social Studies. Video. National Geographic. NA.

This program documents the lives of the performers of the Soviet Circus as well as telling something of its history and place in Soviet society.

Journey to Russia.

10-12 Current Affairs. Video, 60 min. PBS Video. $90.00, rental.

This video follows an American debating team through six Soviet cities: issues include human rights, the role of government, history, and information. ESR.

Moscow Does Not Believe in Tears.

11-12 Current Affairs. Video, 140 min. RCA/Columbia Pictures; Video stores with Foreign Film collections.
NA.

This thoughtful and entertaining film offers glimpses into into the class and status consciousness of the Soviet people. ESR.

Portrait of the Soviet Union.

10-12 Social Studies. Video. Turner Television. NA.

Multipart series produced by Turner Television and aired in early 1988. Excellent, objective presentation of Soviet reality.

Siberia: The Endless Horizon.

10-12 Social Studies. Video, 60 min. Karol Media. $40.00, rental.

This National Geographic Special covers a range of topics including climate and work conditions, as well as the contrasts between industrial and traditional rural lifestyles.

The Unknown War.

10-12 Social Studies. Video. PBS. NA.

Video series, late 1970's the eastern front in WWII. Progressive, British. G. Prevost.

Voice From Russia: World of Vysotsky.

10-12 Current Affairs. Video, 60 min. PBS Video. $90.00, rental.

A biography of one of the most popular and influencial actors/underground singers in the Soviet Union. Includes footage of his concerts, funeral, and interviews with fans. ESR.

The Volga.

10-12 Social Studies. Video. National Geographic Special. NA.

This 1977 program portrays the Soviet people in their own words. Telling their stories without excessive editorializing. Progressive.

What About the Russians?

10-12 Current Affairs. Video, 26 min. Educational Film and Video Project. $42.00, rental.

The video covers the discussion of 14 prominent Soviet experts: including Robert McNamara, George Kennan, William Colby, Randall Forsberg, Kosta Tsipis, and Paul Warnke. ESR.

What Soviet Children are Saying about Nuclear Weapons.

K-12 Current Affairs. Video, 26 min. Educators for Social Responsibility. $35.00, rental.

This video presents interviews with Soviet children, ages 10-15, conducted by American psychiatric researchers in the Soviet Union in 1983. ESR.

Discussion Guide:

Burt, Lucile. Listening to Children: Soviet and American Voices. Washington: ESR.

K-12 Current Affairs. $7.50.

The book is filled with ideas for using the video in different ways, and for different purposes, both with older and younger students. ESR.

Radio

Radio Moscow.

5-12 Current Affairs. Shortwave radio broadcast.

Times: (CST)	4:15pm	6:15pm	7:00pm	9:00pm	10:30pm
Freq.: (Khz)	6,010	7,150	7,200	7,170	7,240

Radio Moscow broadcasts an English speaking news program that would be useful for teachers and a fun exercise for students.

Computer Networks

DIALOGUE: CLASSMATE

10-12 Social Studies. Computerized Information System.
DIALOG. 1-800-334-2564. $15.00 per hour.

The CLASSMATE system is an excellent research tool in Social Studies for students. For seminars in how to use DIALOG contact Claire McInerney, College of St. Catherine, 612-690-6843.

Gutenberg.

9-12 Russian Language. Computerized Information System. $450. Gutenberg Software Limited.

This program provides Cyrillic wordprocessing capabilities for students. It is easy to switch back and forth from Latin characters to Cyrillic. And it includes a 3-page instruction guide. Designed for Apple IIe with Imagewriter. Source: Victor Svec, Phillips Academy, Andover, MA 01810: 617-475-3400. CCPCR.

SOVNET.

10-12 Current Affairs. Computerized Information System.
Monthly billing: $25.00 per hour. Center for Strategic & International.

A computer information service for Soviet Studies. Dawn Mann, Manager. 1800 U Street N.W., Suite 400, Washington, DC, 20006. 202-775-3257.

Film

An Affair of the Heart.

10-12 Social Studies. Film. Infinity Productions. NA.

Soviet Union: Epic Land.

7-12 Geography, Social Studies. Film. UofM Film and Video. $18.60, rental.

This film gives a sweeping panorama of the Soviet land and its people from the industrial cities of the European USSR, to the Caucasus and Central Asia, and finally Siberia.

Gross, Susan Hill and Marjorie Wall Bingham. Women in the USSR.

10-12 History, Current Events. Film Strip with Unit. NA.

A few films were suggested by teachers about which I have not been able to locate supplemental information. So I list them here. If you come across them anywhere know that they are recommended.

History of the Soviet Union.
The Collective Farm.

Film/Video Distributors

The following organizations either distribute Soviet and East European related media, or have access to organizations who do so.

Bethesda Institute for Soviet Studies
4400 East-West Highway #806
Bethesda, MD 20814

Provides videotapes of Soviet television in both English and Russian on various topics.

Center for Russian and East European Studies
University of Minnesota
Minneapolis, MN 55455
612-625-9870

Coronet/MTI Film and Video
108 Wilmot Road
Deerfield, IL 60015
800-621-2131

District Materials Center
St. Paul Public Schools
1930 Como Avenue
St. Paul, MN 55108
612-293-8768

Educational Film and Video Project, Dept D.
11725 Seabright Ave.
Santa Cruz, CA 95062
408-427-2627

Educators for Social Responsibility
23 Garden St.
Cambridge, MA 02138
617-492-1764

Facets Multimedia
1517 W. Fullerton Ave.
Chicago, IL 60614
Rents and sells videos of Soviet feature films.

Film in the Cities
2388 University Ave. W.
St. Paul, MN 55
612-646-6104

Film in the Cities is both a theatre and film society. It regularily shows Soviet and East European films.

Infinity Productions
P.O. Box 8840
Mpls., MN 55408
612-822-8094

International Film Exchange, Ltd.
201 W. 52nd Street
New York, N.Y. 10019

They are a good source of current Soviet film.

Karol Media
22 Riverview Drive
Wayne, NJ 07470
201-628-9111

PBS Video
475 L'Enfant Plaza, S.W.
Washington, D.C. 20024
800-424-7963

This organization distributes videos produced from PBS programming.

Search for Common Ground
2005 Massachusetts Avenue N.W.
Washington, D.C. 20036

This distributor is a good source for media concerning U.S./Soviet relations.

SUNY/Soviet Television Project
c/o New York Network, Alfred E. Smith Bldg, 12th Floor
P.O. Box 7012
Albany, NY 12225
518-443-5333
Director: Bill Snyder.

This organization is a good source of Soviet television programming edited for the classroom, as well as media concerning Russian language instruction and international relations.

University Film and Video
1313 Fith Street SE., Suite 108
Minneapolis, MN 55414
612-627-4270, metro. or 800-542-0013, state wide.
Director: Judith A. Gaston
Price: $10.00-$30.00.

This organization has a large inventory of film and video concerning the Soviet Union and Eastern Europe. In addition to their complete catalogue, they also publish catalogues specifically for Elementary and Secondary schools.

University Film Society
Minnesota Film Center
425 S.E. Ontario Street
Minnepolis, MN 55
612-627-4431

The U Film Society is both a theatre and film society. It regularily shows Soviet and East European films.

MINNESOTA RESOURCE ORGANIZATIONS

Center for Peace Education
1929 South 5th Street
Minneapolis, MN 55454
(612) 729-3106, 340-9240
CONTACT: Bob Lamb

PURPOSE: A joint educational project of Physicians for Social Responsibility, Educators for Social Responsibility, Lawyers Alliance for Nuclear Arms Control, and the MN-Nuclear Weapons Education Fund.

PROGRAMS: Provide highly-informative programs, audio-visual materials and curriculum on nuclear arms issues, conflict resolution, and related peace issues.

MATERIALS: Resource lists, bulletins, speakers bureau, audio-visual materials, curriculum. Titles available include:

> US vs. USSR: Who's Ahead? Video presenting both sides of current controversy over nuclear arms build-up.
>
> The First 50 Years: Reflections on US-Soviet Relations, a one hour documentary tracing the relationship since diplomatic ties were established in 1933.
>
> Raising Questions: Thinking About the Soviet Union,a Secondary Teaching Activities guide, 93 pages, $10.

GEOGRAPHIC AREA SERVED: Twin Cities area and Minnesota.

CONNECT/US-USSR
4835 Penn Avenue South
Minneapolis, MN 55409
(612) 922-4032
CONTACT: Paula DeCosse or Susan Hartman

PURPOSE: Nonprofit, nonpartisan organization committed to developing linkages and exchanges which inform Americans and Soviets about one another and which build mutually beneficial relationships between the people of the United States and the Soviet Union.

PROGRAMS: Consult with schools on projects to be developed. Concentrates on programs which are substantive, innovative, reciprocal, and of high quality. Present art exhibits and exchanges (i.e. Soviet children's art) to schools and communities on a rental basis.

MATERIALS: Monthly newsletter, "Connections," provides information on current exchanges.

GEOGRAPHIC AREA SERVED: Primarily Minnesota. Some exhibits tour nationally.

Global Education Center
105 Burton Hall
178 Pillsbury Drive S. E.
University of Minnesota
Minneapolis, MN 55455
(612) 626-0555
CONTACT: John Cogan, Director

PURPOSE: Fosters education for international understanding among faculty, students and citizens. Works with teachers in elementary and secondary schools locally and nationwide.

PROGRAMS: Provide curriculum guides, international student speakers bureau, educator's seminars on the Soviet Union.

MATERIALS: Resource library provides books and video-tapes focusing primarily on international understanding.

GEOGRAPHIC AREA SERVED: Twin Cities, respond to teachers nationwide (bibliography).

Metronet
226 Metro Square Building
Seventh and Robert Streets
St. Paul, MN 55101
(612) 224-4801
CONTACT: Mary Treacy Birmingham, Director

PURPOSE: Multitype library network serving school, academic, special and public libraries. Work with other libraries on issues and projects of common interest. Work with other community agencies to link libraries with communities they serve in various ways.

PROGRAM: Strong interest in developing public programming activities which focuses on Soviet children's literature.

GEOGRAPHIC AREA SERVED: Seven-county Twin City metro area (Carver, Scott, Hennepin, Ramsey, Anoka, Washington, Dakota.)

Minnesota Council for American-Soviet Friendship
P. O. Box 14461
Minneapolis, MN 55414
(612) 331-6203
CONTACT: William B. Otterness and Robert Perschmann

PURPOSE: To improve relations between U.S. and the Soviet Union through informational means.

PROGRAMS: Provide speakers bureau and informational materials, and lead trips to Soviet Union.

MATERIALS: Books from Soviet Union available, in addition to slide shows, videos, speakers bureau, and monthly newsletter.

GEOGRAPHIC AREA SERVED: Minnesota, mainly Twin Cities

Minnesota-Dakotas Action Committee for Soviet Jewry
15 South 9th Street, Suite 450
Minneapolis, MN 55402
612-338-7816
Contact: Carol Wirtschafter

PURPOSE: To heighten public awareness of the plight of Jews living in the Soviet Union; foster political action on behalf of Soviet Jews; increase contact by telephone and tourism with refusniks in the Soviet Union; and initiate education in schools and community groups on Soviet Jewry and Human Rights in the Soviet Union.

PROGRAMS: Provide a Speakers Bureau: Volunteer speakers are available who are recent emigres from the Soviet Union, or travelers to the Soviet Union who have visited refusenik families. Topics relevant to K-12 students are the "Plight of Soviet Jewry" and the "History of Jews in Russia."

MATERIALS:

Molly's Pilgrim. K-12 Current Events. Video, 24 mins.
A nine year-old Russian Jewish emigre copes with her "difference" in an American elementary school during her first Thanksgiving.

Natan Sharansky. 10-12 Current Events. Video. Video of a speech given in St. Paul in November of 1987.

Interview with Refuseniks in the USSR. 10-12 Current Events. Video.

Interviews with Former Refuseniks Now in Israel: Home Address Israel. 10-12 Current Events. Video.

Mothers for Freedom.10-12 Current Events. Video.
Mothers in Israel whose children in the Soviet Union have been denied visas.

GEOGRAPHICAL AREA SERVED: Speakers are only available in the Metropolitan area. Materials are available State wide.

Peace Links Minnesota
2388 West Lake of the Isles Pkwy
Minneapolis, MN 55405
(612) 377-7725
CONTACT: Mary Sandbo

PURPOSE: Educational organization of women against nuclear war.

PROGRAMS: Provides a speakers bureau, monthly newsletter, and holds monthly and bi-monthly meetings. Presents study series, such as "The Soviet Union and the United States: Potential for International Cooperation," a four-part presentation, cost $20.

MATERIALS: A monthly newsletter, subscription $5/year. Provide bibliographic information and Soviet Series reading list, including:

The Soviet Union Today, James Cracraft, on Soviet History.

Twin Cities Educators for Social Responsibility
1929 South 5th Street
Minneapolis, MN 55454
(612) 341-0010
CONTACT: Todd Pierson

PURPOSE: Chapter of the national Educators for Social Responsibility organization offering curricula and professional development addressing the socially significant controversies of the nuclear age. Emphasizes dialogue, questioning, critical thinking, empathy, multiple perspectives, cooperative problem-solving, non-violent conflict resolution, and informed decision-making.

PROGRAMS: Provides publications related to Soviet Union, teaching resource information, professional development with in-service training, seminars, workshops and summer institutes, such as "Teaching about the Soviet Union," offered at Hamline University, St. Paul, Mn., summer, 1989.

MATERIALS: Publication order forms available on request, includes:

> Thinking about the Soviet Union, by George Perkovich, part of ESR's Soviet Education Project, ($25). Explores the government and economy of Soviet Union, nature of communism, human rights, "glasnost & perestroika." (Secondary, college)
>
> Getting Acquainted: Thinking about the Soviet Union, by Susan Jones, ($11.50), Grades 3-7.

GEOGRAPHIC AREA SERVED: Minnesota.

Twin Cities Metropolitan Church Commission
122 West Franklin
Minneapolis, MN 55404
(612) 870-3660
CONTACT: Rev. Sally Hill

PURPOSE: Provide ongoing peace education for children/youth.

PROGRAMS: PeacEducation Project (formerly Peace Child), also has a US/USSR exchange.

MATERIALS: Monthly newsletter.

GEOGRAPHIC AREA SERVED: Metropolitan area.

University Film Society/Minnesota Film Center
425 Ontario St. S. E.
Minneapolis, MN. 55414
(612) 627-4431, 627-4430
CONTACT: Dave Monahan, Al Milgrom, Mike Sigrin

PURPOSE: An independent, non-profit arts organization specializing in programming of foreign and domestic independent films, including political, advocacy and informative documentaries.

PROGRAMS: Media consulting, video listing available.

GEOGRAPHIC AREA SERVED: Metropolitan, Twin Cities.

NATIONAL RESOURCE ORGANIZATIONS

American Field Services Intercultural Programmes
313 East 43rd Street
New York, NY 10017
212-949-4242
Contact: Ms. Caryle Cammisa, Programme Specialist (ext. 472)

PURPOSE: (1) AFS Teachers Program Abroad: Soviet Union. To provide teachers with Russian language skills an opportunity to acquire firsthand information about Soviet life, their educational system and Russian culture through a teaching experience in a special language school. (2) AFS Teachers Program Hosting: Soviet Union. Soviet teachers offer assistance to teachers of the Russian language in American elementary and secondary schools. They may also provide assistance in social studies and literature departments to increase interest in Russian language and culture and further intercultural understanding.

PROGRAMS: (1) AFS Teachers Program Abroad: Soviet Union. 10 weeks (Fall). $900. Application Deadline: 5/21/89. (2) AFS Teachers Program Hosting: Soviet Union. 10 weeks.

MATERIALS: Publications in Print, 1988. New York: The AFS Center for the Study of Intercultural Learning, 1988. K-12. Catalogue.

Useful to the teacher interested in material addressing intercultural exchange and learning programs. Seven sections include materials dealing with cultural orientation, intercultural learning, and volunteer development.

GEOGRAPHICAL AREA SERVED: United States and more than 60 countries world-wide.

American Council of Teachers of Russian
ACTR: USSR Programs Group
Russian Center
815 New Gulph Road
Bryn Mawr, PA 19010
(215) 525-6559

PURPOSE: To provide language study opportunities for teachers and students of Russian.

PROGRAMS: Provide summer Russian Language Study Programs and High School Teachers Exchange.

MATERIALS: Applications and 1898 program information available through above address.

American Friends Service Committee
1501 Cherry Street
Philadelphia, PA 19102
(215) 241-7188 or 7153
CONTACT: Michael Simmons and Linda Love

PURPOSE: Seeks to expand constituency of those affecting American foreign policy, specifically US/Soviet relations, by building on leadership which has emerged from politically progressive movements such as civil rights and the women's movements. Emphasizes the interdependence of domestic and foreign policy.

PROGRAMS: Education program increases understanding of leadership from minority communities and the women's movement about of the Soviet Union and Eastern Europe, and the role of the US and USSR in Third World conflicts. A dialogue program to bring influential regional and national opinion makers from the US together with the Soviet and East European counterparts for residential seminars focusing on East-West relations.

MATERIALS: Provides "Peace Education Resources" guide, including:

> "Sorting out the Soviets. 12 Questions about Soviet Power and Policies", ($1.25, 10/$10, 100/$80)
>
> "Organizer's Packet on the Soviet Union and US-Soviet Relations," 50 pages. ($7.00)
>
> "Initiatives for Bettering Soviet American Relations," extensive listing of relevant resources, available on request.

GEOGRAPHIC AREA SERVED: Nationwide, including ten regional offices of AFSC.

Center for Public Education in International Affairs
School of International Relations
VKC 330, University Park
Los Angeles, CA 90089-0043
(213) 743-4214
Contact: Julie Zimmerman

PURPOSE: Promote further international and cultural education on the primary, secondary, and junior college levels.

PROGRAMS: Sponsors various workshops to promote global education; maintains small resource library; produces resource packets for classroom use.

MATERIALS: RIGS (Resources in Global Education), packets for classroom use. (Costs, if any, are to be announced.)

GEOGRAPHIC AREA SERVED: Nationwide, with an emphasis on Southern California

Center for Russian and East European Studies
University of California
11367 Bunche Hall
Los Angeles, CA 90024
(213) 825-4060
CONTACT: Vera Wheeler

PURPOSE: To establish a program to promote Russian and East European Area Studies.

PROGRAMS: High School Teachers' Workshop in Russian and East European Area Studies for the beginning of August, 1989, to last for two weeks.

GEOGRAPHIC AREA SERVED: Southern California

CORLAC/NEH Institute
Friends School
5114 N. Charles St.
Baltimore, MD 21210
(301) 435-2800, ex. 3257

PURPOSE: To strengthen and promote the study of Russian Language and Culture in American classrooms by providing its teachers with immersion in Russian culture, as well as providing them with methods and materials which can be used in the classroom.

PROGRAMS: NEH Summer Institute in Russian Language and Culture, offered at Bryn Mawr College.

MATERIALS: Applications available from CORLAC/NEH Institute (Center of Russian Language & Culture, and National Endowment for the Humanities).

GEOGRAPHIC AREA SERVED: International.

Educators for Social Responsibility
23 Garden Street
Cambridge, MA 02138
(617) 492-1764
CONTACT: Richard Bolton, Director of Publications

PURPOSE: A national teachers' organization offering curricula and professional development addressing the socially significant controversies of the nuclear age. Emphasizes dialogue, questioning, critical thinking, empathy, multiple perspectives, cooperative problem-solving, non-violent conflict resolution, and informed decision-making.

PROGRAMS: Provides publications related to Soviet Union, teaching resource information, professional development with in-service training, seminars, workshops and summer institutes, such as "Teaching about the Soviet Union," offered at Hamline University, St. Paul, Minnesota, summer, 1989.

MATERIALS: Publication order forms available on request, includes:

Thinking about the Soviet Union, by George Perkovich, part of ESR's Soviet Education Project, ($25). Explores the government and economy of Soviet Union, nature of communism, human rights, "glasnost & perestroika." (Secondary, college)

Getting Acquainted: Thinking about the Soviet Union, by Susan Jones, ($11.50), Gr. 3-7.

GEOGRAPHIC AREA SERVED: Nationwide.

Films for the Humanities & Sciences
P. O. Box 2053
Princeton, NJ 08543
(609) 452-1128
CONTACT: Jeff Morris

PURPOSE: Produce and distribute educational films and videos.

PROGRAMS: Provides films and videos on Soviet Studies, Culture and History.

MATERIALS: Brochure of films and videos available on request. Toll-free phone (800) 257-5126. Includes:

October 1917, documentary of the October Revolution.

Red Dawn, events from Czarist leadership to Lenin.

The Birth of the Soviet Cinema, presents pioneering events in motion picture as major propaganda tool.

Soviet Teens, interviews ranging from music to fashion, political views and thoughts for the future.

GEOGRAPHIC AREA SERVED: International.

Foreign Policy Association
1800 M St. N. W.
Washington, DC 20036
(202) 293-0046
CONTACT: Mary Soley, Judy Luis

PURPOSE: To stimulate an informed and thoughtful discussion on current U.S. foreign policy issues.

PROGRAMS: Nationwide study and discussion program based on the annual Great Decisions briefing book.

MATERIALS: Publication catalog available on request, intended mainly for secondary teachers. Includes:

Great Decisions, annual briefing book on current foreign policy issues, $8.00

Great Decisions Activity Book, $9.95

Teacher's Resource Guide, $19.95

"Gorbachev's Foreign Policy: How Should the United States Respond?" Headline Series, 1988, 64 pages, $4.00.

World Beat TV Series/Videotapes

GEOGRAPHIC AREA SERVED: Nationwide.

Institute for East-West Security Studies
360 Lexington Avenue
New York, NY 10017
(212)557-2570
CONTACT: David B. Youtz, Executive Assistant to the President

PURPOSE: An independent, not-for-profit international center for research and dialogue established in 1981, bringing together American, Soviet, European, Chinese and Japanese scholars and officials to address issues of political, economic and military security, to analyze and produce policy options which could lead to a more secure East-West relationship.

MATERIALS: List of publications available upon request. Includes:

How Should America Respond to Gorbachev's Challenge? A Report of the Task Force on Soviet New Thinking, 1987 ($5.00)

Implications of Soviet New Thinking. 1987. ($7.00)

The New Stage of Perestroika. 1988. ($9.00)

GEOGRAPHIC AREA SERVED: North America, East and West Europe, the Soviet Union and individuals in China and Japan.

Institute for Soviet-American Relations
1608 New Hampshire Ave., N.W.
Washington, DC 20009
(202) 387-3034
CONTACT: Nancy A. Graham

PURPOSE: Serves essentially as a clearinghouse for Soviet-American exchange, providing information and answering questions from organizations, individuals, government offices and the press. By making connections between people, ideas and systems, ISAR hopes to build a network of greater understanding and cooperation in Soviet-American relations.

PROGRAMS: Publication of Surviving Together: A Journal on Soviet-American Relations, a resource for keeping up with the Soviet Union today and with the rapidly expanding field of Soviet-American exchanges and public education programs. Published three times a year to present news and editorial opinion on events in the USSR and chronicles of US-Soviet exchange, especially private sector contacts.

MATERIALS:

Surviving Together, $24/year regular, $15 teachers

Handbook on Organizations Involved in Soviet-American Relations, $10 (plus $2 postage & handling)

Hosting Soviet Visitors: A Handbook, $4.95 (plus $1 postage & handling)

GEOGRAPHIC AREA SERVED: National and Soviet Union.

Mershon Center, The Ohio State University
199 West Tenth Avenue
Columbus Ohio 43201
(614) 292-1681
CONTACT: Richard C. Remy

PURPOSE: A social science organization that conducts research and education on issues related to international security, peace and military affairs.

PROGRAMS: Conducts professional development clinics and workshops through the Center's Citizenship Development for a Global Age Program, for schools and school districts on national security, foreign policy and global issues.

MATERIALS:

Harf, J., B.T. Trout and W. Kincade. Essentials of National Security: A Conceptual Guidebook for Teachers (Available from Addison-Wesley Publishing Company, Innovative Division)

Remy, R.C. (ed.) American Government and National Security (Available from Addison-Wesley Publishing Company, Innovative Division). ISBN 0-201-26189-8 ($18.00)

Remy, R.C. (ed.) Economics and National Security (Available from Addison-Wesley Publishing Company, Innovative Division) ISBN 0-201-26289-4, ($18.00)

Remy, R.C. (ed.) World Geography and National Security (Available from Addison-Wesley Publishing Company, Innovative Division) ISBN: 0-201-26590-4, ($18.00)

Remy, R.C. (ed.) American History and National Security (Available from Addison-Wesley Publishing Company, Innovative Division) ISBN: 0-201-26189-4, ($18.00)

Remy, R.C. (ed.) World History and National Security (Available from Addison-Wesley Publishing Company,Innovative Division) ISBN: 0-201-26583-4, ($18.00)

GEOGRAPHIC AREA SERVED: The United States, Western Europe and the Pacific Rim.

National Issues Forums in the Classroom
100 Commons Road
Dayton, OH 45459-2777
(800) 433-7834
CONTACT: Jon Rye Kinghorn

PURPOSE: Provides assistance in curriculum development to secondary teachers through use of their publications. Goal is to enhance the quality of civic life by expanding the opportunities for students to discuss and be more informed about specific public issues, such as "The Superpowers: Nuclear Weapons and National Security."

PROGRAMS: Senior high curriculum package consisting of a 15 week course, which can be adapted to specific teacher needs. Separate issue units available to individualize course.

MATERIALS:

Participation in Government curriculum ($15), and a "Course Implementation Guide." ($25)

National Issues Forums, prepared by the Public Agenda Foundation ($3.00)

GEOGRAPHIC AREA SERVED: Nationwide.

Physicians for Social Responsibility
1000 Sixteenth Street NW Suite 810
Washington, DC 20036
(202) 785-3777
CONTACT: Karen Jacob, Resource Coordinator

PURPOSE: To better relations with the Soviet Union, with the ultimate goal of ending the nuclear arms race.

PROGRAMS: Organized Soviet Physicians Tours to the United States, providing the opportunity for American and Soviet physicians to meet their counterparts, and helping to reduce the perceived threat of the Soviet Union.

MATERIALS: Resource order form provides information on books, articles, and brochures specifically dealing with preventing nuclear war.

GEOGRAPHIC AREA SERVED: International.

Russian and East European Institute
Indiana University
Ballantine Hall 565
Bloomington, Indiana 47405
(812) 335-7309 or (812) 335-0391
CONTACT: Karen S. Niggle, Outreach Coordinator

PURPOSE: Provide K-12 teachers with basic material on the Soviet Union and Eastern Europe. Encourage teachers and students to further study this part of the world, an area often neglected by American textbooks and society.

PROGRAMS: Through Outreach Speakers' Bureau, provides faculty or advanced graduate students to lecture free of charge on any Russian/Soviet or East European topic a user requests. Available to regional schools from the high school level down to fourth grade. Provides films, video tapes, etc, through an audio-visual lending library. Publishes Teachers' guide. Present Faculty Development Seminars once or twice a year.

MATERIALS:

"The Soviet Union and Eastern Europe: A Guide for Teachers"
"ERIC Digest: Teaching about the Soviet Union," published by the Clearinghouse for Social Studies/Social Science Education.
"Reference Sheet on the Soviet Union," published by the Clearinghouse for Social Studies/Social Science Education.

GEOGRAPHIC AREA SERVED: Indiana, Midwest region, nationwide.

Russian Studies Institute
Boston University
138 Mountfort Street
Brookline, MA 02146
(617) 353-8912
CONTACT: Grigory Tamarchenko, Director

PURPOSE: Focus on contemporary Russian culture and Soviet society, integrating language study with academic/professional student interests. Using Russian as instruction language, courses offered in Russian language, literature, history, culture, and mores of Soviet society.

PROGRAMS: Summer Immersion Programs for Russian Language teachers, undergraduate and graduate level.

GEOGRAPHIC AREA SERVED: International.

The W. Averell Harriman Institute for Advanced Study of the Soviet Union
Columbia University in the City of New York
420 West 118th Street
New York, NY 10027
(212) 854-4623
CONTACT: Peter Charow, Assistant Director

PURPOSE: To stimulate and encourage the advanced study of Soviet affairs. Prepares graduate students for professional and scholarly careers in Soviet studies, promotes advanced research on Russia and Soviet Union, and provides public dissemination of information derived from Institute-sponsored research and activities.

PROGRAMS: Graduate studies and research on Russia and Soviet Union.

MATERIALS:

"Directory of Research and Publication," an annual listing of work being carried out by faculty, fellows and doctoral candidates at the Institute.

GEOGRAPHIC AREA SERVED: International.

EDUCATORS AS RESOURCES

The following individuals have offered to answer other educators' questions about creating Soviet Studies curricula. Several have also listed materials that they are willing to share.

Mercedes Ballou
University of Minnesota, Morris
Division of Education
Morris, MN 56267
612-589-2211
Professor of Education.

Historical, Economic, and Social Influences in the Soviet Cities of Moscow, Telavi, and Leningrad.
10-12 Current Affairs. Slide Program. NA.

Judy Broekemeier
Jordan Elementary
815 Sunset Drive
Jordan, MN 55352
612-492-2336
Elementary Teacher, Social Studies.

Tale of Three Soviet Cities.
K-9 Social Studies. Video, 30 min. NA.

Organized around six themes of Soviet life this video was designed for comparisons and contrasts with U.S. life. Its narration is aimed at an elementary level.

Phyllis Brostrom
Milray Public School
Milray, MN 56263
507-336-2563
Middle School Teacher, Social Studies

Sheila Conway
South Elementary School
St. Peter, MN 56082
507-931-2754
Elementary Teacher, Social Studies

Larry Fowler
Mayo High School
Rochester, MN 55904
507-281-6034
Secondary Teacher, Social Studies and Current Affairs.

The Prisoners' Dilemma Exercise.
10-12 Current Affairs. NA.

This national security learning exercise provides lessons in international diplomacy.

The Soviet Union: A Student Generated Approach.
10-12 Current Affairs. NA.

This outlines one quarter course in Soviet Studies.

James F. Goff
Mankato State University
Department of Geography
Mankato, MN 56002
507-889-2114
Professor of Geography.

Louise A. Hopson
Washburn High School
201 West 49th Street
Minneapolis, MN 55409
612-627-2323
Secondary Teacher, Social Studies and Current Affairs.

Using Street Theatre to Teach About the Russian Revolution of 1917.
10-12 History and Womens' Studies. NA.

This study unit with emphasis on women's history is in progress, 10.88.

Bette Jacobs
Fulton Elementary School
4912 Vincent Avenue, South
Minneapolis, MN 55410
612-627-2494
Elementary Teacher, Social Studies.

Soviet Life.
6. Social Studies. NA.

This outline includes the following units: Lunch with Gorbachev and Reagan, Tug of Cold War, Interviews, Dances, History, Songs, Advantages and Disadvantages of Communism.

Sandy Kerkhoff
105 Bradley Street
Mankato, MN 56001
507-387-7509

Soviet Artifacts Collection.
Special Education. NA.

These packets are immediately available upon written request.

Vern Kuennen
Coon Rapids Senior High School
2340 Northdale
Coon Rapids, MN 55433
612-422-5900
Secondary Teacher, Social Studies.

Channel 3 Moscow: Peace March
10-12 Social Studies. Video. NA.

The Nazi-Soviet War
The Rise of Soviet Power
Russia: Czar to Lenin
Russian Life Today--Inside the Soviet Union
The Soviet Union--A New Look
The Soviet Union--Epic Land
Stalin vs. Trotsky
10-12 Social Studies. Film. NA.

Richard D. Lewis
St. Cloud State University
Department of History - Lawrence Hall 14
St. Cloud, MN 56301
612-255-4833
Professor of History: Soviet History, Asian Relations.

The Soviet Studies Center at SCSU is an excellent source of bibliographical and media resources.

M. Jo Livgard
Bancroft Elementary School
1315 E. 38th Street
Minneapolis, MN 55407
612-627-2365
Elementary Teacher, Social Studies.

Soviet Life.
5,6 Soviet Culture. NA.

This unit in Soviet Studies covers geography, history, foods, and leaders past and present, etc.

Ted Martin

North Branch Senior High
North Branch, MN 55056
612-674-7001
Secondary Teacher, Social Studies and Soviet History.

Personal Video Collection. Soviet Slide Program. Soviet Film Strips.
10-12 Social Studies. Video, Slide, Strip. NA.

Twenty or more videos are provided, along with a slide program, and 10 different film strips dealing with the Soviet Union's history, economics, and cultural areas.

The Soviet Union.
11,12 Social Studies. NA.

This outlines a 12-week course in the Soviet Union.

Mary Ann Mellecker

Amboy-Good Thunder-Mapleton Junior High
Amboy, MN 56010
507-674-3046
Elementary and Middle School Teacher, Geography and History.

Katherine Neher

St. Paul Academy/Summit School Upper School
1712 Randolph Avenue
St. Paul, MN
612-698-2451
Secondary Teacher, Literature.

Soviet Slide Program: Contemporary USSR.
7-12 Social Studies, Literature. Slide. NA.

Shirley Pearl

East Consolidated School
409 East Case Avenue
St. Paul, MN 55101
612-293-8688
Consultant, Secondary School Social Studies and Current Affairs.

The Largest Country in the World.
K-9 Social Studies. Video. NA. District Media Materials Center, St. Paul Public Schools.

This video accompanies the student text. It features four cities in two republics of the Soviet Union.

The Largest Country in the World and The Way People Live Today. See REFERENCE.

Soviet Artifact Collection
K-12 Soviet Studies. NA.

This collection features children's books, magazines, and games purchased in USSR.

Robert and Kathy Perschman
112367 Eitel Circle
Chaska, MN 55318
612-448-5843

The Perschmans are able to speak about contemporary Soviet life.

Gary Prevost
St. John's University
Department of Government
Collegeville, MN 56321
612-363-2725
Professor of Government: Soviet Politics, Marxist-Leninist Theory.

George Reimer
Edina Senior High School
6754 Valley View Road
Edina, MN
612-944-2110, ext. 220
Secondary Teacher, Russian Language.

Donald Ryberg
South High School
3131 19th Ave. S.
Minneapolis, MN 55407
612-627-2508
Secondary Teacher, Russian History and Soviet Studies.

Jay Scoggin
Marcy Open School
1042 18th Avenue S.E.
Minneapolis, MN 55414
612-627-2271
Elementary and Middle School Teacher, Soviet folklore, contemporary life in Moscow, US/USSR peace issues, and general history.

Foundations of the Hammer and Sickle.
K-9 History. NA.

This role-playing game introduces culture and history simulation role-playing game.

The Lost Domovoy.
K-9 History. NA.

This drama traces the life of Peter the Great.

Theresa Smith
Mankato State University
Department of Political Science
Box 7 Morris Hall 207A
Mankato, MN 56001
507-389-6934
Professor of Political Science.

Joanne Ziehr
Prairie Creek Community School
Route 2 Box 110A
Northfield, MN 55057
507-645-9640
Elementary Teacher, Social Studies.

Soviet Slide Program.
Elementary. Slide. NA.

PRACTICAL APPLICATIONS: CURRICULUM MODELS

Roger Wangen
Director, International Programs
Minnesota Department of Education

A primary task of the Minnesota in the World and the World in Minnesota program is to identify and develop classroom materials. The Minnesota educators who contributed to this guide are partners in an effort to develop and disseminate classroom materials to other interested teachers in Minnesota schools. They travel to select countries in groups of about 20 educators gathering enough data to assemble classroom materials. Upon their return, they develop and pilot their materials and form teams to present regional awareness workshops to other Minnesota teachers. The following lessons not only meet the department's criteria for student materials, but also use a format that is particularly useful to teachers.

INTRODUCTION FOR TEACHERS

Richard C. Remy
Associate Director, Mershon Center
The Ohio State University

The following two lessons on glasnost and perestroika are part of a seven-book series on national security education developed by the Mershon Center at The Ohio State University.

- Five books containing 148 classroom lessons to supplement history, government, geography and economics courses.
- Essentials of National Security. Ten essays for educators by national security scholars.
- Teaching About National Security. Eight teaching strategies.

Formats of the Lessons

Each lesson begins with a "Lesson Plan and Notes for Teachers." This includes a description of the main points of the lesson, the instructional objectives and suggested procedures for teaching the lesson. In addition, there are suggestions about connections of the lesson to textbook content. The teacher materials is followed by "Handouts for Students" which can be readily duplicated for student use. Also for distribution to students are application exercises that require students to use information presented in the handout.

Steps in Teaching

Little time is needed to prepare to use each lesson. Follow these steps:

- Read the "Handouts for Students" and the "Lesson Plan and Notes for Teachers."
- Make and distribute copies of the student material.
- Follow the teaching suggestions for opening, developing and concluding the lesson.

The lesson plans are suggestions, not prescriptions. They are organized so that you can easily modify or adapt the lessons to make them more useful in a particular situation. You may also want to alter lesson plans so that they conform to your preferred strategies.

Perestroika: Restructuring the Soviet Economy

by Richard C. Remy

Preview of Main Points

This lesson defines and describes *perestroika*, the major effort by Mikhail Gorbachev and his supporters to reform the Soviet economy. Students study the examples of the economic measures being used to promote *perestroika* and they make judgments about its likelihood of success using evidence from Western experts and ordinary Soviet citizens.

Connection to Textbooks

This lesson supplements and updates textbook discussions of the main features of the Soviet economy.

Objectives

Students are expected to:

1. know the basic definition and key characteristics of *perestroika*;
2. understand why Mikhail Gorbachev instituted the policy of *perestroika*;
3. identify major economic changes instituted under *perestroika*; and
4. use evidence presented to reach conclusions about the obstacles to *perestroika* and to make inferences about the likelihood of its success.

Suggestions for Teaching the Lesson

Opening the Lesson

- Tell the students the main point and purposes of the lesson, so that they know it focuses upon *perestroika*.
- Review briefly with students the major differences between the U.S. economy and the Soviet economy as it has been structured prior to Gorbachev's assumption of leadership.

Developing the Lesson

- Distribute the Handout. Have students read each main section of the lesson and require students to complete the application exercise that follows each section of the lesson.
- You might discuss student responses to each of the two application exercises before having the students move onto the next section. Or you may wish to have the students complete all of the exercises before discussing them together.

Concluding the Lesson

- Have the students complete the "Reviewing and Applying Knowledge" exercise at the end of the Handout.

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Perestroika: Restructuring the Soviet Economy

"Some are panicking. There are people who think everything is collapsing," Mikhail Gorbachev, the top Soviet leader, said recently. "Now it seems to some that socialism is vanishing."

Gorbachev was describing the effects of his campaign of *perestroika*, or full-scale economic restructuring, on many Soviet citizens. *Perestroika* was started by Mikhail Gorbachev shortly after he took power as the Secretary-General of the Communist Party in 1985. "*Perestroika* is a revolution," says Gorbachev.

Not all experts agree, but some do think *perestroika* could greatly strengthen the Soviet economy and help make the Soviet Union a more powerful economic force in the world. Others think the new policy has little chance of success.

What is *perestroika*? How fundamental are the changes brought about by this new policy? Will *perestroika* succeed?

What is *Perestroika*?

When Mikhail Gorbachev took power he found the Soviet economy was quite simply a mess. The Soviet gross national product had been growing at only 2 percent a year, and there was some doubt that even this small growth rate would continue. In addition, Soviet consumers could rarely get the goods and services they needed. Nearly all the available goods were shoddy. At the same time, Soviet products could not compete in world markets; and the Soviets often had to import food. Gorbachev described the situation this way:

> At some point the country began to lose momentum, difficulties and unresolved problems started to pile up, and there appeared elements of stagnation. . . . All this badly affected the economy and the social, cultural and intellectual life.

In part, the problems Gorbachev faced were the result of the economic policies Soviet leaders have followed since Stalin came to power. Stalin set up an economic structure that directed most of the Soviet Union's resources into heavy industry at the expense of agriculture and consumer goods. Khrushchev and Brezhnev preserved this system with only minor changes. These leaders sought to improve the productivity of heavy industry by greatly increasing the size of the Soviet work force and providing even more raw materials for use by Soviet factories.

Upon taking power Gorbachev realized he needed to find new ways to increase growth in heavy industry. He needed new ways to make workers more efficient and to better use increasingly scarce resources. Gorbachev's response was to call for *perestroika*. ***Perestroika* is a set of economic measures undertaken by the Soviet government to modernize and strengthen the Soviet economy.** One Soviet expert calls *perestroika* a bold attempt "to make a Communist economy work."

Changes Under *Perestroika*

Gorbachev and his supporters have made many economic changes under *perestroika*. Some are more fundamental than others; some will certainly be more effective than others. Here are some examples.

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First, Gorbachev has created a system of factory inspectors. These inspectors can reject substandard products. The idea is to reduce the sloppy workmanship for which Soviet goods are known.

Second, Gorbachev has begun creating new high-tech factories. These factories combine industrial research and production. Many of them are run by the Academy of Sciences instead of the old industrial ministries. These new factories are being allowed to keep part of any profits they earn.

Third, a new law has put more than 76,000 factories and farms on a self-financing basis. These factories and farms are responsible for more than 60 percent of Soviet Union's output. They will now have to depend upon their own earnings rather than government money to operate. The aim here is to reward achievement and increase production by weeding out inefficient units and workers. "The person who works harder should live better," Gorbachev has said.

Fourth, another new law permits joint ventures with foreign companies. Western companies may now hold up to a 49 percent interest in a venture with a Soviet company. Ford Motor Company, for example, is talking with the Soviets about a joint car making venture. Gorbachev sees this measure as a way to link the Soviet economy more closely to the West's and to enable the Soviets to develop world class production skills.

Fifth, in a related move some 20 ministries and more than 70 large firms have been allowed to buy and sell products abroad without getting approval from the Foreign Trade Ministry. The aim is to bypass a bureaucratic bottleneck in order to more quickly earn foreign currency. Part of the foreign currency earned this way will be used to buy badly needed foreign equipment and technology.

Sixth, a new "individual labor law" legalizes small-scale service businesses in 29 fields including plumbing, carpentry, dressmaking, auto repair and toymaking. Under the law, for example, owners of private autos can use their cars as taxis during their time off from regular state jobs. Skilled workers like carpenters and plumbers can legally do private jobs to earn extra money. Over 137,000 individual enterprises were registered shortly after the law took effect. One housewife named Masha said, "I used to knit sweaters occasionally for friends, but now I can sell them for 50 rubles each. I can't make enough of them."

The new "individual labor law" may help improve services for Soviets. However, its real purpose seems to be to bring the Soviet Union's underground economy under government control. About 40 percent of all household services are performed illegally by moonlighters. These services meet an important need. Under the new law people performing such services are supposed to register and to pay taxes--13 percent for incomes of less than 250 rubles ($275) a month, rising above 50 percent for incomes of more than 500 rubles ($750).

Many Soviet moonlighters claim they have no intention of registering. One man who runs an interior decorating service from his apartment put it this way: "This law is for old ladies who knit socks, not for people doing real jobs. We don't plan to register."

Seventh, new rules have been developed to improve food production and distribution. Starting in Moscow and Leningrad, collective farms are being allowed to sell produce through their own outlets as well as through state-owned stores. Private restaurants are also being encouraged.

These are examples of the economic measures being undertaken as part of *perestroika*. Under Gorbachev's leadership Soviet officials are searching for results and will keep coming up with new measures as they see fit. Their goals: improve workers' performance, reduce waste and inefficiency, increase the quantity and quality of goods and services, improve trade with the world, and develop modern, high-tech production skills.

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Application Exercise

1. Under *perestroika* the Soviet government will give up all control over the economy.

   TRUE FALSE

2. Describe in one sentence the main goal of *perestroika*.

3. Which of the following are examples of *perestroika*? Mark an "X" in the space next to each correct item. Be prepared to explain your answers.

   _____a. The party chief at a factory in Armenia flies to Moscow for a meeting.

   _____b. Sergei Medev and his two brothers start an auto repair business in Leningrad.

   _____c. Combustion Engineering Inc. signs an agreement with a Soviet firm to jointly make engines.

   _____d. Mikhail Gorbachev announces that a group of 100 political prisoners will be released next week.

   _____e. The managers and workers at a chemical factory in Tadzhikistan are told the factory must earn enough money to support itself.

4. In a recent book Mikhail Gorbachev wrote:

   > The initial task of restructuring--an indispensible condition . . . is to 'wake up' those people who have 'fallen asleep,' to insure that everyone feels as if he is the master of the country, of his enterprise, office or institute.

   Which, if any, of the economic measures described above do you think will help accomplish this goal? Explain your choices.

Will *Perestroika* Succeed?

What is the future of *perestroika*? Where are things going in the Soviet Union? One Soviet scholar, Dr. William J. Bishop, says, "The honest response . . . is to say we don't know and can't know with certainty."

Gorbachev is certainly determined to make *perestroika* work. "I believe deeply in what we have begun," he has said. "And if I were told that we must stop the process of restructuring, I would never agree. . . . For me there is no other way."

Yet, there are many important obstacles to *perestroika*. Westerners who study the Soviet Union as well as many ordinary Soviet citizens have spoken about these obstacles. Here are some examples of reactions to *perestroika*.

1. **Marshall Goldman, Harvard University**

   > It's a vicious circle. For workers to produce more Gorbachev needs to offer them more consumer goods and services. Yet in order to be able to offer them more goods and services, he needs more productive workers.

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2. **Seweryn Bialer, Columbia University**

> Gorbachev's economic measures are thus directed at improving human performance but not structural change. The paradox is critical, for lack of structural change imposes harsh limits on performance. There are few incentives for hard work, managerial efficiency, innovation and effective accounting and control. . . . Gorbachev's major challenge is still ahead.

3. **Jonathan Sanders, Harriman Institute for Russian Studies**

> . . . the implementation of these policies is hindered because [Gorbachev] has not had time to develop the support among mid- and lower-level officials. It's a huge machine and it's very hard to get a handle on it.

4. **Ed Hewett, The Brookings Institute**

> The beauty of these changes is that they still keep the essence of the state-run system but with greater freedom than before. There are great benefits without reintroduction of capital and without losing control.

5. **Arthur Hartman, Former U.S. Ambassador to Moscow**

> The Soviets use the words radical reform. But if you look at the decrees that have been issued, they are very pale things . . . Russian history will prove stronger than the modernizers. Real reform means distribution of power away from the center, away from the party. I don't think those guys will accept that voluntarily.

6. **Archie Brown, Oxford University**

> For Gorbachev and his supporters in the ranks of the party . . . the main problem is that almost all the means he must pursue to achieve desirable ends conflict with the short-term interests of at least one major institution or social group in the system. One of his trickier political tasks is to avoid alienating all these bodies simultaneously.

7. **Soviet Educational Administrator**

> I don't want life to turn into a race for rubles. How can they call that communism? This . . . smells like capitalism to me.

8. **Ukrainian Worker**

> We all vote yes, yes, yes for *perestroika*, but something is lacking. The desire burns inside, but when it comes out into the open it is all smoke and no fire.

9. **Communist Party Chief at Textile Factory**

> When there is change, the change creates irony. And there have been a lot of changes. The No. 1 concern of workers is for their salary and how it will be changed under self-accounting. Secondly, they are worried about the conditions of work and how they might change.

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10. **Administrator in Moscow Carpet Factory**

> People think what they are doing is more worthwhile. Russians were never given the chance to use their traditional wisdom because they were always being told what to do by bureaucrats. Now we are self-sufficient and we feel more responsible about our work.

11. **Communist Party Official's Wife**

> We are the elite, and you [Gorbachev] will not pull us down. You don't have the strength. We'll rip the flimsy sails of your restructuring. So dampen your enthusiasm.

Application Exercise: Interpreting Evidence

5. Which person seems the most optimistic about the future of *perestroika* and which person seems most pessimistic? Give reasons for your choices.

6. According to Goldman, why will it be hard to make workers more productive?

7. What is the "paradox" referred to by Bialer?

8. Why does Sanders think Gorbachev needs more time?

9. Does Hewett think fundamental change is needed for *perestroika* to work?

10. Does Hartman believe fundamental changes are underway? Explain.

11. According to Brown, what is Gorbachev's biggest challenge in making *perestroika* work?

12. What can you infer from the above sources about the likelihood that *perestroika* will lead to fundamental changes in the Soviet economy?

13. Using the information provided by these sources, make a list in your own words of the key **obstacles** to making *perestroika* work.

Limits of *Perestroika*

Perestroika is aimed at forcing major changes in the Soviet economy. Many of the measures being used--such as individual enterprise, salary differences to award achievement, closing factories that don't make money--sound like capitalism. However, this does not mean that Gorbachev or other Soviet leaders who support *perestroika* want a capitalist economic system. Gorbachev made this very clear when he said:

> There are people in the West who would like to tell us that socialism is in a deep crisis and has brought our society to a dead end. . . . We have only one way out, they say: To adopt capitalist methods of economic management and social patterns, to drift toward capitalism. But those in the West who expect us to give up socialism will be disappointed. It is high time they understood this.

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Reviewing and Applying Knowledge

14. When discussing *perestroika*, why might Mikhail Gorbachev state that, "Some are panicking. There are people who think everything is collapsing."

15. Imagine that you are the President's national security advisor. The President has asked you to prepare a short memo that responds to three questions about *perestroika*. The questions are: (1) What is *perestroika*? (2) Will *perestroika* fundamentally change the Soviet economy? and (3) Will *perestroika* succeed? Use the information in this lesson to support your responses to questions 2 and 3.

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Glasnost Under Gorbachev

by Richard C. Remy

Preview of Main Points

This lesson defines and describes the policy of *glasnost* under Mikhail Gorbachev. The use of the policy by previous leaders is noted, and seven main features of *glasnost* are described. The lesson concludes with an examination of the purposes and limits of *glasnost*.

Connection to Textbooks

This lesson supplements textbook treatments of the government and economy of the Soviet Union with an in-depth look at a major new Soviet policy. The lesson could also complement text discussions on the meaning of Communism.

Objectives

Students are expected to:

1. know the meaning of *glasnost* under four Soviet leaders: Lenin, Khrushchev, Brezhnev and Gorbachev;
2. identify the main features of *glasnost* under Gorbachev;
3. compare Gorbachev's use of *glasnost* with that of previous Soviet leaders;
4. interpret relevant quotations regarding *glasnost*;
5. distinguish examples from non-examples of *glasnost* under Gorbachev; and
6. understand the purposes and limitations of *glasnost*.

Suggestions for Teaching the Lesson

Opening the Lesson

- Write the phrase "freedom of information" on the chalkboard. Discuss briefly with the class what they think this phrase means in the United States.
- Indicate that in this lesson they will learn about a new policy in the Soviet Union that is promoting greater freedom of information. Explain the purpose of the lesson and how it relates to their coursework.

Developing the Lesson

- Distribute the Handout to students. Have students work independently through each of the main sections of the lesson.

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- **Students should complete the three "Application Exercises" at the end of each of the first three sections of the Handout. You might want to discuss student responses to each of the "Application Exercises" before moving to the next section of the Handout. Or you may wish to have the students complete all of the exercises before conducting a group discussion.**

Concluding the Lesson

- **Have students read the final section of the Handout, "Limits of Glasnost." Require them to complete the "Reviewing and Applying Knowledge" exercise at the end of the lesson, which pertains to the entire lesson.**

- **Conduct a class discussion of student responses to the items in "Reviewing and Applying Knowledge."**

  Some students may need assistance in making comparisons between Gorbachev's version of *glasnost* and earlier versions.

Glasnost Under Gorbachev

All the talk is of openness in one of the world's most secretive countries.

- Soviet moviegoers are seeing dozens of previously banned films.
- A Moscow theater stages *Dictatorship of Conscience*, a play that examines past failures of communism.
- The picture magazine *Ogonyok* runs hard hitting stories about corrupt Communist party officials, inefficient factories and alienated youth.

These are examples of what Soviet officials call *glasnost*, or openness. Under Mikhail Gorbachev, General Secretary of the Communist Party since 1985, *glasnost* is changing dozens of areas of Soviet life.

The policy of *glasnost* could greatly increase the flow of information needed to modernize the Soviet economy. It could also backfire and lead to more repression than ever in Soviet life.

What is *glasnost*? How is it being put into effect? What purposes does *glasnost* serve? Will it make the Soviet Union more like democratic countries?

What is *Glasnost*?

In Russian *glasnost* means "openness." To the Soviets, this openness means the ability to criticize and explore new ideas. Actually, *glasnost* as the freedom to criticize is not a totally new idea in Soviet politics. Soviet leaders such as Lenin, Khrushchev and Brezhnev all practiced their own brand of *glasnost*, though they frequently did not call it the same thing. Each leader controlled and limited the targets of criticism in a different way. For past Soviet leaders, public criticism was seen as a tool to improve the functioning of the existing political and economic structure or to weaken political opponents. Lenin, the leader of the Russian revolution, stated that:

> Everything that takes place at a socialist enterprise should be made public [*predavat' glasnosti*]. . . . We need public criticism which will expose the evils of our economy, strike a responsive chord with the public and help us cure social problems.

When Nikita Khrushchev was in power (1956 to 1964), he directed the media to criticize Stalinism and its supporters. Khrushchev allowed the publication of certain unorthodox writings and the discussion of sensitive issues that would embarrass the Stalinists who opposed him.

Leonid Brezhnev (1964 to 1982) allowed policy debates among experts and elites on certain issues. He said: "Communists should not be apprehensive of serious and business-like criticism and self-criticism." At the same time Brezhnev limited criticism of Stalin and greatly restricted artistic freedom.

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Application Exercise

1. Why would Lenin say, "We need public criticism"?

2. Are the statements below true or false? Explain your choices.

   a. *Glasnost* is a new idea, started by Mikhail Gorbachev. TRUE FALSE

   b. Khrushchev and Brezhnev both encouraged strong criticism of Stalin. TRUE FALSE

   c. Soviet leaders have used *glasnost* to serve the interests of the Communist party. TRUE FALSE

Main Features of *Glasnost* Under Gorbachev

Since assuming leadership in 1985, Mikhail Gorbachev has pursued his own version of *glasnost*. Under Gorbachev, ***glasnost* is a government policy that allows an increasing flow of information in Soviet society and the widening of limits on what can be criticized.** The policy of *glasnost* has been put into effect in at least seven ways.

First, criticism of management and workers at major factories has been encouraged. Bosses and workers who fail to meet production quotas, do not find better ways to get a job done or do not work to develop new technologies are being freely criticized.

Second, Gorbachev has called for people to actually take part in making decisions about local issues. The idea seems to be that by participating in local Communist party, trade union, Komsomol (Communist youth groups) and other meetings, people who identify and criticize problems will have a say in dealing with the problems.

Third, the press has been encouraged to criticize the Communist party apparatus, the state bureaucracy and individual officials up through the republic level. In other words, the military, government ministers, judges, even the KGB now regularly come under fire in the Soviet press.

Fourth, *glasnost* has meant much more complete coverage of the country's social problems on Soviet television and radio and in the press. Soviet media now regularly do stories on drug addiction, drunkenness, draft-dodging, poverty, poor medical care, juvenile delinquency and other controversial issues. Gorbachev has described the new policy toward the media this way:

> Gradually, as though thawing, our newspapers, magazines, radio and television are uncovering and handling new topics and increasingly preferring dialogue to monologue. Formal reports are giving way to interviews, conversations, [and] round-table discussions.

Fifth, the Soviet press has expanded its coverage of politically sensitive issues like anti-Semitism or restrictions on foreign travel. The media has also published new interpretations of Soviet history. For example, some revolutionary leaders who had been called "enemies of the people" have now been restored to places of honor.

Sixth, *glasnost* has meant a more liberal cultural policy. Censorship in movies, plays and literature has been nearly abolished. Novels and poetry forbidden by Khrushchev and Brezhnev have started to reappear. For example, Boris Pasternak's novel, *Doctor Zhivago*, is now available;

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and a hard-hitting anti-Soviet poem, *Requiem* by Akmatova, has circulated freely. Once forbidden movies now appear in hundreds of theaters.

Seventh, scores of political prisoners have been freed, and a case-by-case review has been ordered for political prisoners in jails and labor camps. The most well-known Soviet dissident, Nobel Prize-winning physicist Andrei Sakharov, has emerged from exile. Sakharov has been allowed to speak out for human rights. According to Sakharov, "There is no turning back from *glasnost*. . . . But it is just a start."

At the same time, authorities still do not allow complete free expression of ideas. Soviet citizens may criticize different parts of the system, but they must not question the value of communism itself. Sergei Grigorants recently discovered this. He started a dissident magazine called of all things, "*Glasnost*." Grigorants, a strong critic of Gorbachev who sees communism as beyond reform, was jailed for one week. Upon release from jail he found his editorial office vandalized, his typewriters and computer confiscated, and his files destroyed.

Application Exercise

3. Put an "X" by the items that are examples of *glasnost* under Gorbachev. Be prepared to explain your choices.

   ___ a. The Soviet foreign minister flies to Washington to discuss an arms control treaty.

   ___ b. Paintings banned since the early days of communist rule are exhibited in a Moscow art gallery.

   ___ c. A Soviet TV station airs a talk show about the problems of drunken workers.

   ___ d. Mikhail Gorbachev meets with top party leaders to discuss economic reforms.

   ___ e. A Soviet trade magazine runs a story about two plant managers who were stealing money from the plant.

4. In a recent book, Mikhail Gorbachev wrote: "Changes have been taking place at . . . every state and public organization within the party. More *glasnost*, genuine control from 'below' and greater initiative and enterprise at work are now part . . . of our life."

   a. What does Gorbachev mean by "control from below"?

   b. Which of the main features of *glasnost* described above is Gorbachev talking about? Explain.

5. Which one of the features of *glasnost* described above do you think is most important? Which is least important? Give reasons for your selections.

Purposes of *Glasnost*

Why has Mikhail Gorbachev expanded the policy of *glasnost*? Like any complex government policy, *glasnost* serves several purposes. The key purpose appears to be to help promote economic reform and growth in the Soviet Union.

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In recent years the Soviet economy has in many ways been a dismal failure. Soviets have trouble getting even the most basic consumer goods, and Soviet industry simply has not been able to compete in world markets. Gorbachev has started a whole new economic policy, called *perestroika* (restructuring) to deal with such problems.

In Gorbachev's view *glasnost* can help trigger *perestroika* in several ways. First, like Khrushchev, Gorbachev can use *glasnost* to remove his opponents who do not want economic reforms. Publically identifying corrupt officials, lazy plant managers and others who stand in the way of economic reform is one way to get rid of them.

Second, *glasnost* can win support for Gorbachev and his economic reforms amongst the Soviet Union's intellectual elites. Writers, scholars, scientists, artists and cultural leaders enjoy high prestige and moral authority in the Soviet Union. *Glasnost* satisfies their need for greater freedom of expression, and information about their history and culture.

Third, allowing more statistical data and information to move around the country can help government officials at lower levels around the country make better decisions. For example, data on infectious diseases can help medical authorities make plans that will eventually lead to a healthier work force. One Soviet military writer put it this way, "we need information not for the sake of information, but as a basis for decision-making."

Finally, *glasnost* is helping give the Soviets a better image with other nations in the world. This image can then be used to improve economic and foreign relations with Western nations. One Soviet expert explains that, "By winning favor with Western public opinion, the new [Soviet] leadership hopes to gain access to Western technology."

Application Exercise

6. The key purpose of *glasnost* appears to be to promote democracy in the Soviet Union. Explain your choice.

TRUE FALSE

7. In his recent book Gorbachev states, "We need *glasnost* as we need the air." Use the information in this section to explain in two or three sentences what Gorbachev means.

Limits of *Glasnost*

Glasnost is not designed to make the Soviet Union like the United States or any other western democracy. The Communist party maintains its control over the Soviet media and *glasnost* remains a tool of the party. Mikhail Gorbachev made this very clear in a speech to a Soviet audience when he said:

> The main task of the press is to help the nation understand and assimilate the ideas of restructuring [*perestroika*], to mobilize the masses to struggle for successful implementation of party plans. . . . We need . . . *glasnost*, criticism and self-criticism in order to implement major changes in all spheres of social life . . . but criticism should reflect the interests of the party.

Mikhail Gorbachev deeply believes in the ideas of Marx and Lenin. His goal with *glasnost* is not to scrap the Soviet system but to save it from economic decline. "We intend to make socialism stronger," Gorbachev says, "not replace it with another system."

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Reviewing and Applying Knowledge

You have learned that *glasnost* is a Soviet government policy that allows an increase in the flow of information about various aspects of Soviet life. You also have learned that Mikhail Gorbachev is not the first Soviet leader to use *glasnost*.

8. Why would Gorbachev start his own policy of *glasnost*?

9. Compare Gorbachev's approach to *glasnost* with those of earlier Soviet leaders. In what ways is it **similar**? In what ways is it **different**?

10. In discussing *glasnost* one Soviet expert, Dr. Seweryn Bialer of Columbia University, says,

    > The West must be clear, however, about what is **not** taking place in the Soviet Union. Gorbachev's changes are not designed to . . . produce democracy as the West understands it.

    Do you agree or disagree with this statement? Give reasons for your answer. Use information in this lesson to support your reasons.

CONCLUSION

As Harlan Cleveland noted early in this guide, the challenge of imparting a global perspective to students is one that will never again be absent from the classroom. While this index of current, teacher-recommended materials sets educators on their way to incorporating up-to-the-minute changes in the USSR into daily curricula, the guide is far from complete.

What is missing are ingredients only educators themselves can provide: their own enthusiasm and curiosity. The most current information that satellites and travelers can provide is only usable if teachers themselves place global appreciation high on their list of priorities.

The future success of efforts such as this guide -- designed to open a worldwide vista in Minnesota schools -- depends upon teachers' continued commitment to revealing to their students a world that is "round and fragile and fully packed." This guide has been produced with the confidence that these crucial ingredients are already present.

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MINNESOTA IN THE WORLD AND THE WORLD IN MINNESOTA

CURRICULUM ASSESSMENT* -- Essential Elements

Minnesota in the World and the World in Minnesota is the title of the emerging movement to help all Minnesota citizens develop an international or global perspective. This perspective includes local and regional minorities and protected classes. An international or global perspective means viewing the world and its people with understanding and concern. Understanding requires knowledge of, and respect for, differences and similarities of the world's people, the process of development, and how goods, services, and ideas are exchanged. Concern necessitates assuming responsibility for the needs of all people and commitment to finding just and peaceful resolution to global issues.

In MN Statute 3500.2000 Subp. 2., Social studies must consist of 120 hours or one credit of studies of America, which includes American history, and 120 hours or one credit of contemporary world problems. These studies should include a capstone experience and an integration of other social studies courses that include the elements listed below:

FOR EACH ELEMENT:

- *Rate the extent to which it is reflected in current offerings. Ratings are:*

  G = a great deal; **S** = somewhat; **H** = hardly at all; **N** = not sure

- Provide evidence for your rating.

- Identify opportunities for inclusion.

* The following model was adapted from Dr. Willard Kniep's Next Steps in Global Education: A Handbook for Curriculum Development, $30.00 from Global Perspectives in Education, 45 John Street, Suite 1200, New York NY 10038. The first four Roman numeral headings are from Kniep's book. The paragraphs following are vita themes and narratives from Building a History Curriculum: Guidelines for Teaching History in Schools by the 1988 Bradley Commission on History in Schools. The third source of organizers is from Robert Hanvey in his classical An Attainable Global Perspective.

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
I. **Human Values and Cultures (Understanding Diversity)** <u>Civilization, cultural diffusion, and innovation.</u> The evolution of human skills and the means of exerting power over nature and people. The rise, interaction, and decline of successive centers of such skills and power. The cultural flowering of major civilizations in the arts, literature, and thought. The role of social, religious, and political patronage of the arts and learning. The importance of the city in different eras and places.			
CROSS CULTURAL AWARENESS - 3			
Diverse cultures and values Religious Socio-political economic Philosophical Ideological Historical Geographical			
Commonality of humanness Material culture - *housing, food, dress, possessions* Aesthetic expression Work and play Language and communication Social organization			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
II. Global Systems **(Understanding the World as a Series Emerging Interdependent System)** <u>Values, beliefs, political ideas, and institutions.</u> The origins and spread of influential religions and ideologies. The evolution of political and social institutions, at various stages of industrial and commerical development. The interplay among ideas, material conditions, moral values, and leadership, especially in the evolution of democratic societies. The tensions between the aspirations for freedom and security, for liberty and equality, for distinction and commonality, in human affairs. **PERSPECTIVE CONSCIOUSNESS - 1**			
Economic What is produced For whom Role of government Medium of exchange Linkages/distribution			
Political Institutions Decision making Leadership Ideologies Role of citizens			
Ecological Common biological status Common ways of adapting Common biological and psychological needs Common concerns and social problems			
Technological Role of technology Changes in transportation and communication Information as a resource			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
III. Global Problems and Issues **(Understanding Emerging Global Trends)** Human interaction with the environment. The relationships among geography, technology, and culture, and their effects on economic, social, and political developments. The choices made possible by climate, resources, and location, and the effect of culture and human values on such choices. The gains and losses of technological change. The central role of agriculture. The effect of disease, and disease-fighting, on plants, animals, and human beings.			
STATE OF THE PLANET AWARENESS - 2			
Peace and Security Arms race East-West relations Terrorism Colonialism Demonstrations vs. tyranny National/international			
Development Hunger and poverty Overpopulation North-South relations Appropriate technology International debt			
Environment Acid rain Pollution Depletion of rain forests Nuclear war disposal Fishing rights			
Human Rights Aparthied Indigenous homelands Political imprisonment Religious persecretion Refugees			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
IV. Global History **(Understanding Prevailing World Conditions)** <u>Comparative history of major developments.</u> The characteristics of revolutionary, reactionary, and reform periods across time and place. Imperialism, ancient and modern. Comparative instances of slavery and emancipation, feudalism and centralization, human successes and failures, of wisdom are folly. Comparative elites and aristocracies; the role of family, wealth, and merit.			
Ecumene Civilization, cultural diffusion and innovation Human interaction with environment Conflict and cooperation Comparative history of major developments Patterns of social and political interaction			
Cultural Origins Physical and material culture Fine arts Language and communication and education Social organization and control World view			
Systems Evolution Communication Climate Money Energy Food Arms			
Problems Antecedents Poverty Distribution Procedure Prejudice Change Communication			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
V. Developing Effective Working Relationships Conflict and cooperation. The many and various causes of war, and of approaches to peace-making and war prevention. Relations between domestic affairs and ways of dealing with the outside world. Contrasts between international conflict and cooperation, between isolation and interdependence. The consequences of war and peace for for societies and their cultures..			
AWARENESS OF HUMAN CHOICES - 5			
World View			
Empathy			
Needs			
Cooperation			

ELEMENT	RATING	EVIDENCE	OPPORTUNITIES
VI. Understanding Nature and Process of Change Patterns of social and political interaction. The changing patterns of class, ethnic, racial, and gender structures and relations. Immigration, migration, and social mobility. The effects of schooling. The new prominence of women, minorities, and the common people in the study of history, and the relation to political power and influential elites. The characteristics of multicultural societies; forces for unity and disunity. **KNOWLEDGE OF GLOBAL DYNAMICS - 4**			
Causes			
Coping			
Enabling And Restricting Forces			
Consequences			

SAMPLE LEARNER OUTCOMES

A. UNDERSTANDING DIVERSITY

Awareness that diversity offers opportunities but poses potential conflict.

1. Developing the skills to identify and understand beliefs, values, cultures, environments, and policital and economic systems different from one's own.
2. Appreciating cultural differences and similarities within one's classroom and community, e.g., religious, racial, ethnic, sexual, economic and social.
3. Recognizing the basic needs which individuals and cultures have in common such as food, shelter, security and understanding that they may be met in diverse ways.
4. Recognizing that people with different sets of values have different perspectives which may lead to conflict.
5. Exploring methods of resolving or containing conflicts that threaten survival on this planet.
6. Knowing that differences in values are shaped by cultural ideologies, norms, heritages, physical and social environments, and personal life experiences.
7. Appreciating that other ways of life expand one's own choices and can provide enrichment.
8. Recognizing that to be different is not necessarily to be better or worse.

B. UNDERSTANDING THE WORLD AS A SERIES OF EMERGING INTERDEPENDENT SYSTEMS

Awareness that no one nation can successfully deal with contemporary world problems.

1. Understanding what an interdependent system is and how it operates.
2. Understanding that one can view the world as being composed of several interrelated systems - i.e., economic, political, cultural, and ecological.
3. Identifying the international involvement of one's community, state and nation, in economic, political, military, cultural, and ecological activities.
4. Understanding that global interrelationships may be influenced by private individuals and organizations, e.g., churches, multinational corporations and special interest groups (including labor, ethnic).
5. Recognizing ones individual impact on the earth and accepting responsibility for that impact.
6. Understanding that actions and inaction, both collective and individual, often lead to consequences which can enhance or endanger life on this planet, e.g., nationalism and ideology.

C. UNDERSTANDING EMERGING GLOBAL TRENDS

Awareness that there are alternatives and difficult decisions for the future.

1. Developing an ability to analyze present world conditions and emerging trends for their impact upon one's self and one's community, e.g., understanding that the supply of many of the world's most critical natural resources may be finite or economically unavailable.
2. Identifying emerging trends which forecast different kinds of futures with options each would require, e.g., increased importance of multinationals may forecast a future in which more political decisions are made on economic grounds.

3. Developing an ability to estimate the impact of present world conditions and emerging trends on other people and their reactions to these changes, e.g., a growing desire for a cleaner environment by developed countries may clash with a desire for more rapid technical development by developing countries.
4. Identifying relevant values for the future, e.g., a world in which "small is beautiful" may result in values which support more equal distribution for goods and services. On the other hand, severe shortages might result in "lifeboat" values.

D. UNDERSTANDING PREVAILING WORLD CONDITIONS

Awareness that the world is made up of differing cultural value systems which sometimes cause conflicts with global perceptions.

1. Acquiring knowledge about prevailing world conditions, e.g., perceiving that the supply of many of the world's most critical natural resources may be finite or economically unavailable.
2. Gathering information about world issues through the processes of scientific inquiry, e.g., a) making systematic comparisons, b) making and judging local inferences, c) creating and testing hypotheses, d) categorizing, classifying and conceptualizing.
3. Identifying choices and alternative actions in dealing with diversity, change, conflict, and resources.
4. Realizing that progress is being made in transnational decision making by organizations and groups.
5. Anticipating consequences of actions as well as being willing to live with the consequences.

E. DEVELOPING EFFECTIVE WORKING RELATIONSHIPS

Awareness of similarities and differences between interpersonal and international relations.

1. Increasing understanding of self.
2. Learning appropriate skills of observation, reasoning and decision making.
3. Developing an ability to empathize, recognizing other's needs, feelings and interests.
4. Identifying how one's basic needs and concerns are common to humanity, e.g., food, clothing, health, shelter.
5. Realizing that basic concerns and complex global problems require cooperation to achieve their solution.
6. Recognizing that tensions, ambiguities and differences in the world community influence effective collective efforts.
7. Cultivating receptivity to new ideas and developing the skills of communication necessary for positive working relationships.

F. UNDERSTANDING THE NATURE AND PROCESS OF CHANGE

Awareness that change is a permanent part of history.

1. Understanding how nature change comes about.
2. Understanding different ways of dealing with change.
3. Understanding that there are different values and different attitudes toward change.
4. Identifying the forces that can cause social, political, economic, technological and environmental changes.
5. Understanding how cultural dissemination can lead to change.
6. Identifying how individuals and groups bring about or resist change.
7. Identifying and understanding the consequence of change.

APPENDIX C

SURVEY OF SOVIET STUDIES RESOURCES

1.) Name: _____
School: _____
Address: _____
Phone: (work) _____ (home) _____

2.) **Subject(s) Related to Soviet Studies and Grade level:**

SUBJECT	GRADE
eg. European History	Grade 11

3.) **Resource Material: Print and Electronic Media**
Please provide (1) Standard bibliographic information and (2) Subject and unit that corresponds with the resource material.

BIBLIOGRAPHY	SUBJECT	UNIT
eg. Cracraft, James. The Soviet Union Today. Chicago: Bulletin of the Atomic Scientists, 1983.	Soviet History	Current events

Texts:

Pamphlets/Periodicals:

Film:

Video:

Slide Program:

Film Strip:

Computer based programming:

Other printed and/or electronic:

4.) **Resource Organizations and People: (programs outside the classroom)** Please provide (1) the name, address, phone number and contact person of the organization and (2) the subject and unit that corresponds with the resource.

SUBJECT UNIT

Community Organizations:

Professional Study Programs:

Research Centers:

Travel Programs (faculty and/or student):

Individuals:

Other:

5.) Would you be willing to be listed in the Resource Guide as an educator whom others could contact?

6.) Would you be willing to participate in a workshop on teaching Soviet Studies? (Substitutes would be reimbursed.)

7.) What are your areas of expertise in Soviet Studies or related fields? (eg. I developed a unit on Nuclear power, with special emphasis on the Chernobyl incident.)

Please return to: Soviet Studies Resource Project, 333 North Washington Avenue, 411 Union Plaza, Minneapolis, Minnesota 55401

SOVIET STUDIES ORGANIZATIONS SURVEY

1.) Name of Organization:
Address:

Phone #:
Contact Person:

2.) Please state the general purpose of your organization:

3.) Please describe the service activities related to Soviet Studies available to primary and secondary teachers, or enclose relevant literature. Provide costs, if any.

4.) Please identify the printed and electronic resource material related to Soviet Studies available to primary and secondary teachers. Provide costs, if any.

5.) What geographic area do you serve?

Please return the completed survey to: SOVIET STUDIES RESOURCE PROJECT, 411 Union Plaza, 333 N. Washington, Minneapolis MN 55401.

ACKNOWLEDGEMENTS

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